

SCHOOL PROGRESS



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JUNE-JULY ♦ 1953

THE NATIONAL BUSINESS MAGAZINE OF CANADIAN SCHOOLS



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PENETRATING POR-SEAL is particularly efficient for filling the "heavy-traffic" areas in school floors . . . its added protection ensures many years of additional service, may even be used over other finishes for greater durability.

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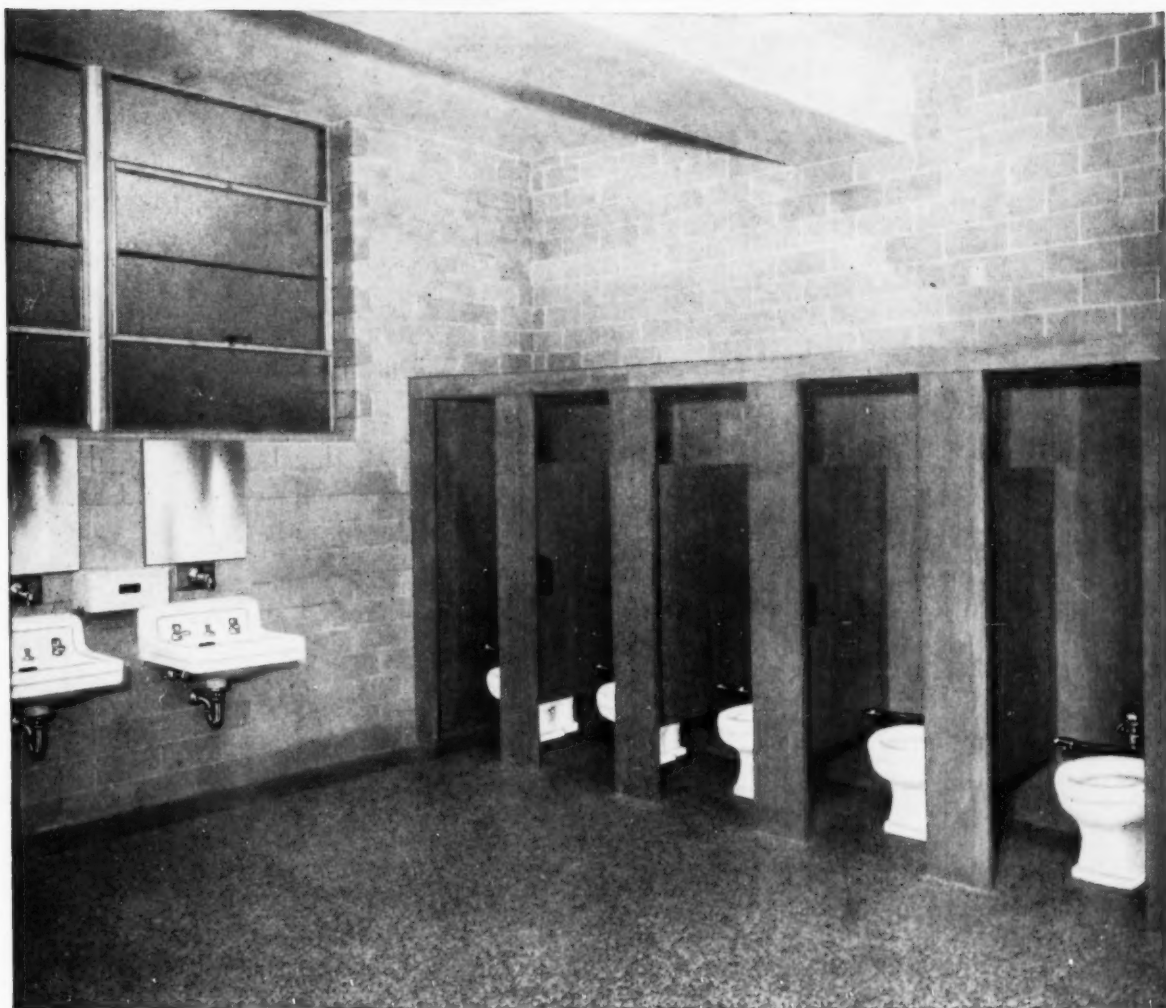
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Check with your Plumbing Contractor or Crane Branch.

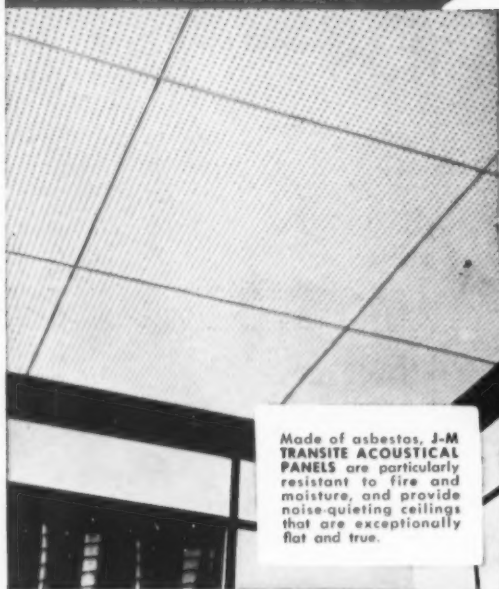
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Johns-Manville engineering has developed a complete range of acoustical materials, covering every practical requirement. All types may be quickly installed in both new and old buildings, with a minimum of disturbance and interference. In addition to their acoustical properties, these materials add to the attractiveness of interiors.

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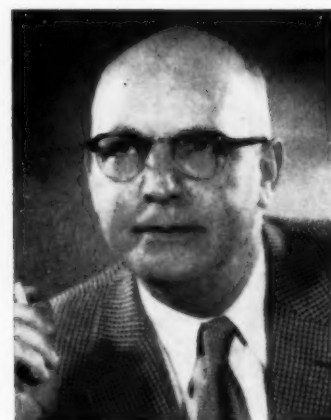
Features:

1. Heaton Units cost less.
2. Can be erected quickly.
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6. May be combined to provide playroom space, etc.
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8. Disused units make excellent homes or summer cottages.
9. Heaton portable classrooms qualify for government grants.

Write or phone for a personal Interview.

* * *

Plans, specifications, photos and costs supplied on request.



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SCHOOL PROGRESS

THE NATIONAL BUSINESS MAGAZINE OF CANADIAN SCHOOLS

No. 3

JUNE-JULY, 1953

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CCAB

Although we do not necessarily agree with all statements made in the columns of "School Progress", we believe that they are of sufficient interest and importance to bring to the attention of readers.—The Editor.

Editor Harry F. Coles, B.A.
Editorial and Business Offices....57 Bloor St. W., Toronto, Ont.

SCHOOL PROGRESS is an independent publication, for principals, headmasters, inspectors, school board chairmen, secretaries, business administrators and purchasing agents, building superintendents, school architects, superintendents, secretaries and directors of education, and school supply houses throughout Canada.

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JUNE-JULY, 1953



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* "APSCO sharp" educators know that sharp pencil points assure neat work, thus better grades.

For all-around use in the classroom we recommend the **APSCO Dexter No. 3**, the heavy-duty sharpener with the selector type dial that will sharpen all size wood case pencils without leaving a shoulder.

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For valuable money-saving tips on Pencil Sharpener installation and maintenance, send for your **FREE** booklet. "**The Correct Pencil Sharpener for Your School.**"

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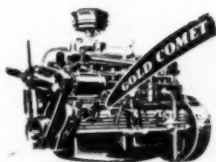
- ★ BETTER PERFORMANCE
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FIRST CHOICE

Reo Gold Comet
Powered School Bus

SECOND CHOICE:

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replacement guide.



The Reo Safety School Bus is designed to provide the safest means of transportation for school children. Chassis, Body, Brakes, Steering, etc. equal or exceed the highest safety standards. Many School Boards, Charter operators and Bus companies have purchased Reo Safety Buses for safe, economical operation.

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Instead of installing a bus body on a flat cowl chassis, as is generally done, Reo builds the Safety School Bus as one integral unit. A unit that incorporates the experience of Reo engineers in forty-eight years of pioneering in the automotive field.

Reo welcomes enquiries from school bus operators, school trustees, plant managers and civic officials. A demonstration of the Reo Safety School Bus will be arranged at your request, with no obligation.

REO IS THE ONLY CANADIAN
MANUFACTURER WHO ENGINEERS
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AS A COMPLETE UNIT — FROM
WHEELS TO ROOF!

BUILT, SOLD AND SERVICED IN CANADA

REO MOTOR COMPANY OF CANADA LTD., LEASIDE, TORONTO, ONTARIO

BUS-2



This remarkable new chalkboard—

- LASTS INDEFINITELY
- IS SPECIFICALLY MADE TO TAKE CHALK
- IS EXTREMELY EASY TO CLEAN
- LOWERS MAINTENANCE COSTS
- HELPS ELIMINATE EYE STRAIN
- OUTWEARS NATURAL SLATE 4 TO 1

A leading School Board (name provided on request) has already tested this new Arborite product throughout its schools and received high praise from all using it. The specially processed surface takes chalk evenly, smoothly, without screeching or stuttering. Easily erased with a dry cloth or commercial eraser . . . won't chip, break or crack . . . has a soft green colour that cuts down reflection and glare. Permanent, waterproof, easy on the eyes, easy to clean, this new development of the Arborite Company is a natural—a vastly *better* chalkboard.

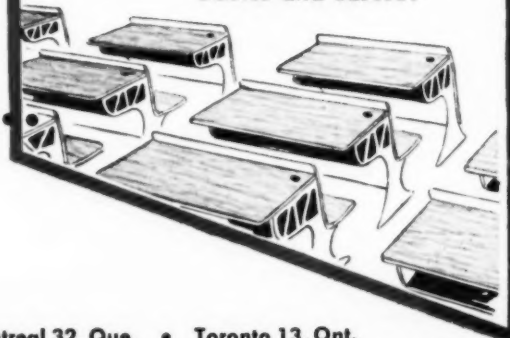
True to life reproductions of the most popular wood grains, these Arborite surfaces last indefinitely, will take all kinds of punishment and can be cleaned quickly and easily with a damp cloth. Available in Natural Mahogany, Blond Mahogany, Grey Rift Oak and Golden Rift Oak and other wood finishes.

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ARBORITE WOODGRAINS
are ideal for
DESKS and SEATS!





THE SPOTLIGHT ON EDUCATION

Conducted by the Editor

Dr. John Long, Director of the Department of Educational Research, Ontario College of Education, University of Toronto, has been appointed Chairman of the Metropolitan School Board of the newly organized federation of Greater Toronto.

Mr. Arnold Webster, B.C. high school principal, will head the C.C.F. party in the general provincial election being held in British Columbia in June.

Dr. R. O. Macfarlane, Deputy Minister of Education for Manitoba, will head Carleton College's new School of Public Administration for the fall term 1953.

Mr. John Sherrat Hill, first headmaster of Appleby College, Oakville, died April 13th, in his seventy-ninth year.

Mr. J. O. Pitt, Advertising Manager, Canadian Fairbanks-Morse Co. Limited, Montreal, has been elected President of the Association of Canadian Advertisers.

Dr. W. C. Lorimer, former Director of Research and Personnel of the Winnipeg Schools has been appointed Superintendent to succeed Dr. H. McIntosh who retires on August 3rd next.

Mr. Sidney A. Lindsedt, Superintendent of Wainwright School Division, Alberta, **Miss Marion Isabel Scribner**, Instructor in English, Moose Jaw Normal School, Sask., and **Mr. Ronald MacDonald**, Vice-Principal of Morrison High School, Glace Bay, N.S., have been awarded fellowships at the University of London, Institute of Education, London, England.

Mrs. H. Murphy of Winnipeg has been elected President of the Manitoba Urban School Trustees Association for 1953-54.

Mr. George J. Hindley was elected President of the Saskatchewan School Trustees Association at the Annual Convention in April.

ILO Classifies 1,727 Trades And Professions

The International Labour Office (ILO) has just drawn up a job classification system in which 1,727 professions and trades have been defined, codified and compared. The code shows the corresponding descriptions and the qualifications required for these jobs in ten different countries, and will thus aid the movement of people who wish to work abroad.

Prehistoric Painting Copied For Transvaal Museum

A famous prehistoric painting in an almost inaccessible cave in South-West Africa has been copied, after a month of painstaking work. Known as the "White Lady" mural, the rock painting has a hundred and forty-five figures. The copy is over seventeen feet long and seven feet high, and has been presented to the Transvaal Museum in Pretoria, where it will go on exhibition.

Bible Aids Modern Science

The Bible in Israel has become an important textbook on geology. Engineers and geologists lately have been scrutinizing the Bible for information on copper and iron deposits, and on the location of phosphate and manganese. They have also found clues and descriptions locating King Solomon's copper mines.

JUNE-JULY, 1953

Mr. Superintendent

it's not
just a
wastebasket—
it's a



New Rectangle—5A

VUL-COT
TRADE MARK



New Square Top—2A

When you buy Vul-Cots, you are getting more than a mere receptacle for holding waste paper. You are buying economical waste handling, for years. Every Vul-Cot you purchase carries with it a 5-year guarantee. Cut your maintenance and replacement costs—end your waste handling worries now—just say Vul-Cot.

The two Vul-Cots illustrated are *new* in the line. All Vul-Cots are made of hard vulcanized fibre, they look better and last longer. Colors do not chip off; double rolled tops do not break. They are lightweight, noiseless . . . exclusive bonded seam construction gives added strength. Vul-Cots do not crack, splinter, dent, rust or corrode. Standard colors: maroon-brown and olive-green. Write today for catalog price sheet — Dept. SP-6.

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DOES MORE JOBS . . . Better in school cleaning

Use Tornado cleaning in your school and take advantage of the many extra cleaning jobs this versatile machine can do for you.

Hundreds of schools are using this powerful, rugged vacuum cleaner for vacuuming under desks, blower-sweeping auditoriums and gymnasiums, cleaning overhead fixtures, lockers, erasers, chalk trays, buses, furnaces and many other jobs . . . And, they're doing these jobs faster, with less operator fatigue.

Find out how Tornado can speed up and improve your school cleaning jobs.

Write for Bulletin 600

TORNADO® "PAC-VAC" FROM YOUR 92

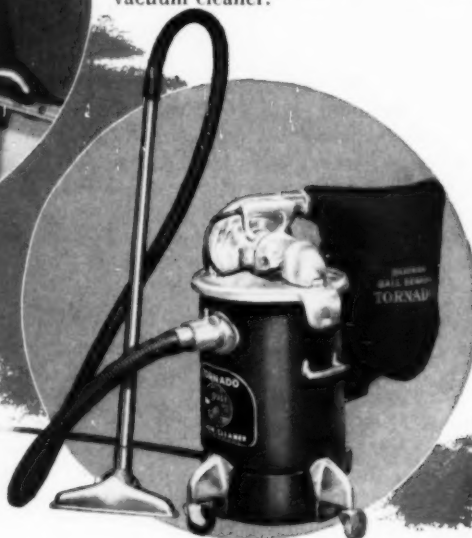
Just remove the blower-vacuum power head from your 92, add strap, bag and hose for a portable shoulder-type vacuum cleaner.



TORNADO "92" SCHOOL CLEANER

4 Cleaning Tools in 1 Machine

- ① A standard-type tank cleaner!
- ② A shoulder-type vacuum cleaner!
- ③ A shoulder-type blower-sweeper!
- ④ A portable hand-type blower!



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No more soap-and-water scrubbing!

No more wax stripping!

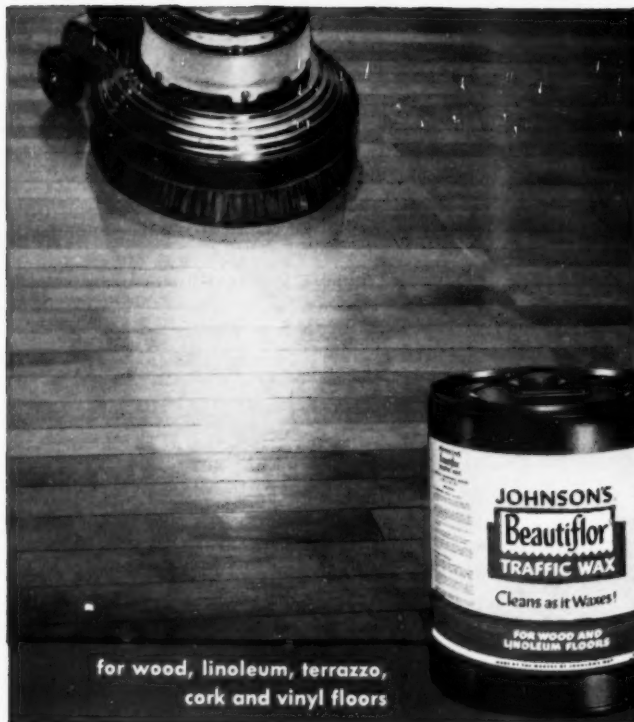


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New! Beautiflor

Traffic Wax

cleans and waxes in one operation!



for wood, linoleum, terrazzo,
cork and vinyl floors

Never again need you scrub away the life of your wood and linoleum floors! Johnson's new Beautiflor Traffic Wax cleans and waxes these floors as manufacturers of flooring recommend they should be cleaned and waxed—without water, without soap, without harsh cleaners.

One-step cleaning and waxing! Beautiflor cleans thoroughly as you apply . . . then buffs to lasting, brilliant wax finish. *Cuts cleaning and waxing costs as much as 1/3.* It's tough wax combined with *extra cleaning power*—the only wax especially made for the "clean-as-you-wax" method of floor care.

Prevents wax build-up. Beautiflor is *self-stripping* . . . dissolves the old film as it leaves a lustrous new coat. Never again any need for time-consuming stripping operation.

Available in 1, 5, 25, and 46 gallon sizes

Write today for free information and prices

S. C. Johnson & Son, Ltd.
Brantford, Canada



A JOHNSON'S WAX PRODUCT

**IMMACULATE FLOORS
AT LOWER UPKEEP COST**

Switch *NOW* to the
**NON-WAX
METHOD**
of FLOOR MAINTENANCE
with
HORN

45-11 STANDARD
SEALER
and
CLEANER

Saves TIME and LABOUR

- Produces safer non-slip floors.
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- Cannot be scuffed—no wax build-up. Provides immaculate appearance.
- Now used by School Boards in principal cities coast to coast.

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Horn Duocrex is a chemical composition of resins, gums and preservatives, that forms a quick drying, tough, protective film which resists the heavy beating to which all gym floors are subjected. The resulting HARD surface is easier to keep clean—will never become brittle—never whiten when wet. Now in wide demand from Y.M.C.A.'s, Schools and Recreation Centres throughout Canada.

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The A. C. HORN COMPANY Ltd.

Manufacturers of Materials for Building Maintenance
and Construction.

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THE SPOTLIGHT

The New Teachers' College for Toronto

The Ontario Teachers' Federation, 27,000 teachers strong, has made a very practical recommendation to the Ontario Department of Education in connection with the location of the proposed new Teachers' College for the Toronto area. The Federation strongly urges the government to build the College close to the University of Toronto campus, instead of in an isolated site, as has been proposed.

The teachers point out that much good effect would be lost if students attending the Teachers' College were deprived of the cultural contacts they would make if the college were built in the university area, and that every effort should be made to see that the cultural background of the course for teachers is as broad as possible.

If the Teachers' College was in the university area it would be possible for the students to take advantage of special lectures, to have social contact with the university students, to use the university libraries and the Royal Ontario Museum and to attend the concerts and plays that are put on in the various university buildings.

Pointing to the outstanding success Manitoba has achieved in providing living quarters for student teachers in the Manitoba Normal School, the Federation also suggests that a residence should be built in connection with the Teachers' College to provide residential life which has proved so helpful and attractive in other schools of professional training.

The Larger Unit of Administration in Saskatchewan

Final completion of the establishment of larger school units throughout Saskatchewan now is within sight, as a result of favourable voting in five more areas during the past year. During 1952, the adoption of the larger unit plan was approved by voters in the Yorkton, Wakaw, Tisdale, Gull Lake and Eston-Elrose districts.

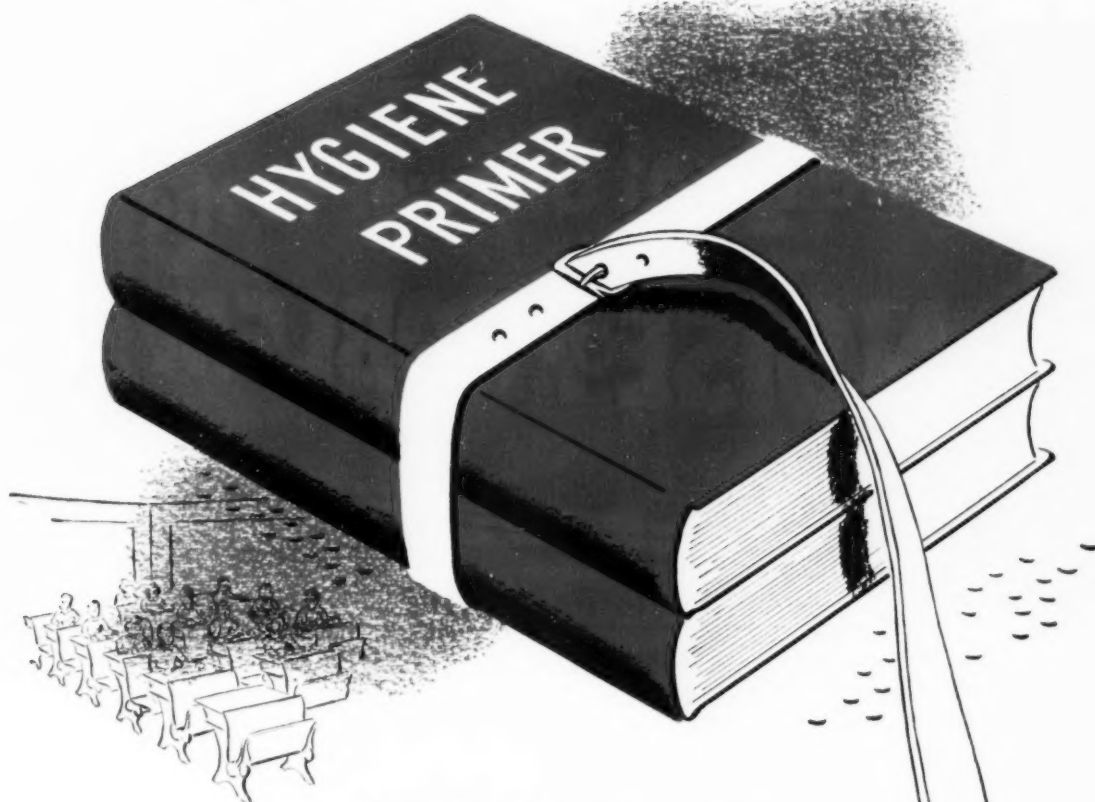
This brought the total number of larger school units in the province to 54, leaving only six areas as yet unorganized—Regina West, Indian Head, Melville South, Moosomin, Canora and Rosthern.

The larger unit system in Saskatchewan, although it had been under consideration for some time, first got underway in the fall of 1944, and before the end of that year a total of 14 units had been established by the provincial department of education. Today, out of the total of 54 units, the first 45 formed are now operating on a permanent basis.

Forty of these completed their five-year trial basis and became permanent without a vote of the resident taxpayers. In the other five — Estevan, Kindersley, Cupar, Mileston, and Moose Jaw—the ratepayers voted on the issue at the end of the trial period, and in each case the unit was confirmed.

Votes in several of the six areas which are still operating on the old school district system may be held some time in 1953.

Cleanliness from A to D*



* **DUSTBANE** is Canada's cleanest word!

You will find **Dustbane** Products are guardians of cleanliness — protectors of health. They are used in thousands of schools and public buildings across Canada.

Sweeping compounds, soaps, waxes, brushes and floor finishes . . . all your cleaning needs can be supplied by **Dustbane**. Tested products — easy to use, thorough in action, economical in price. You will agree

it pays to buy the best. Get details and samples from your nearest **Dustbane** Associated Companies office — today.

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Boys will be boys . . . and boys mean noise. So do girls, too, for that matter, and "classroom hum" can be a distinct obstacle to easy learning. In overcoming the noise problem, Donnacousti Sound Absorbing Tile performs a valuable service in hundreds of schools, recreation halls, auditoriums and other public places across Canada.

This Canadian-made acoustic tile effectively smothers sound before it can rebound and amplify . . . has the added advantage of excellent light reflection.

Investigate the proven features of Donnacousti Sound Absorbing Tile today. Ask any Alexander Murray office for details and literature. You'll find that . . .

There's a place in your plans for

DONNACOUSTI

SOUND ABSORBING TILE



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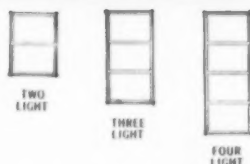
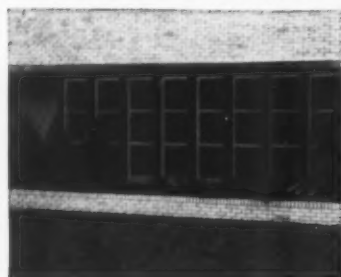
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THE ONTARIO ASSOCIATION OF
SCHOOL BUSINESS OFFICIALS
• URBAN SCHOOL TRUSTEES •

THE BRUNSWICK-BALKE-COLLENDER COMPANY
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Made in a Variety of Styles
and a Wide Range of Sizes

GLASS • SCREEN (optional) • BUILT-
IN WEATHER STRIPPING • WOOD or
METAL SURROUND • INSULATING
SASH (optional)

a revolutionary new development A COMPLETE WINDOW UNIT

Factory-Painted Fully-Assembled Ready to install

The **Rusco Prime Window** makes possible substantial savings in installation time, labour and maintenance. Because it is a fully-assembled, finished unit, it eliminates on-the-job glazing, refitting, painting and attaching of hardware. Used with insulating sash, it permits rainproof, draft-free ventilation in every kind of weather. All sash sections are removable from inside. Interchangeability of uniform sized extra sash simplifies replacement of broken glass. Reglazing is done quickly, easily in the maintenance shop. For details and name of your nearest distributor—write us.

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OFFERS ALL THESE IMPORTANT SPECIAL FEATURES

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2. Built for long life and low maintenance. Made of finest galvanized steel, bonderized for perfect paint adherence, and finished with baked-on outdoor enamel.
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Realistic Training in Homemaking

The Creek Manor School, six hundred and eleven students of both sexes, run by the London County Council is somewhat of a showplace for visiting educationists from foreign countries including Canada and the United States and small wonder!

The headmaster, Walter A. Wheeler, has just announced a special project in homemaking which, we suggest, illustrates the acme in progressive educational courage. Senior boys and girls about to leave school are given a final lesson in practical homemaking which, to say the least is realistic. The teen-age boys and girls are paired off as "man and wife" and, under school supervision, live for a day together in a three room apartment as a practical lesson in married life.

The boy and girl start the day by making the double bed together. While the girl cooks a real lunch her "husband" sweeps up and polishes furniture. After lunch, they wash dishes together and entertain visitors to tea.

At the end of the day, the girl takes a bath. Her husband sits by a fire and reads the evening paper. A teacher supervises the entire operation.

"There is no sex instruction," Mr. Wheeler says. "They absorb that naturally in their biology lessons. We concentrate on teaching them the art of home-making."

The headmaster claims that the course teaches boys not to become husbands who disappear into the pub immediately after his evening meal.

In addition to the wifely chores, the girls are taught some details of motherhood. Many bring their baby brothers to the apartment and practice changing diapers and bottle-feeding. They also learn to make baby clothes.

The boys and girls, most of whom are the official school-leaving age of 15 when they take the "husband and wife" training, take half-hour dancing lessons as well so they won't become stick-at-homes in their married life.

How do the male students take to the training?

"They positively clamor for it," says Mr. Wheeler.

French Children's Jury to Award Prize for Children's Book

Children's literature usually is written by adults, selected by adults and published by adults, but a new French literary jury will give the children themselves an important voice in the matter.

The jury, to be set up in connection with Paris' annual "Salon de l'Enfance", will award a substantial prize for the best children's book of 1953 — and only children are eligible to become jurors.

It will be made up of ten youngsters between the ages of ten and fourteen from primary and secondary schools in Paris and the suburbs. Sponsors of the prize have also announced that children will be "protected against any and all pressures on the part of teachers and parents." The jury will be composed of boys this year, but it will be made up of girls in 1954.

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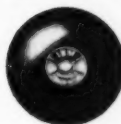
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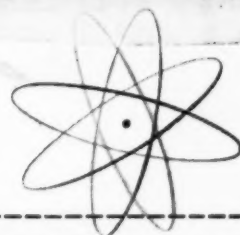
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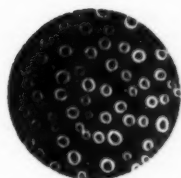


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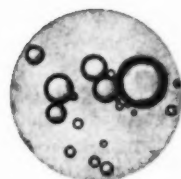
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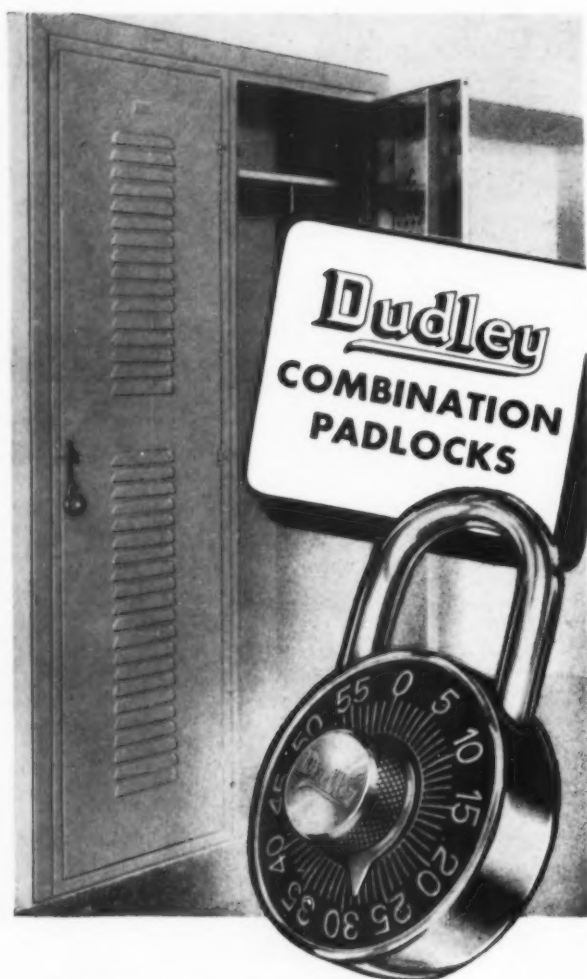
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THE SPOTLIGHT

Almost as Many Trustees as Teachers

With a total of approximately 71,889 school trustees in 1952, Canada came not far short of having one trustee per teacher; there were 89,529 teachers in 1951, the last year for which complete figures are available.

These figures, recently released by the Education Division of the Dominion Bureau of Statistics, are based on the number of trustees on unit boards, on local boards within units, and on independent local boards in each province. The total number of active school boards of all types was 21,141. Because it was not possible to obtain exact figures on the number of trustees on certain types of boards in several provinces, the total number of trustees for Canada is approximate rather than exact.—C.E.A. News Letter.

Education or Work

A high school teacher is reported to have told a class that if there was not another war soon, there would be another depression. This, if true, of course, was just plain foolishness, but the interesting thing is the reaction of two young ladies of the class. One said, "If there is a depression coming, I am going to stop trying to get educated, get a job to get some money to tide me over the depression."

The other said, "If there is going to be a depression I want to face it with a good sound education. In a depression university graduates may have to accept messenger boy jobs, but they will usually get first choice of any jobs going even if the job is only assistant dog catcher."

Technical Education and the Humanities

Professor Buisseret of the Universit  du Travail du Hainaut, the famous group of professional and technical training schools for young workers in France, says that although the teaching in these schools is necessarily regarded as utilitarian, the central aim is still the training of the whole personality of the student. For example, he states that in languages and literature he tries to give his students a taste for reading rather than an extensive knowledge of literature. Even the so-called utilitarian work can contribute substantially to culture, because there are few activities so useful for the future engineers and technicians as writing reports which call for concentration and correct expression. Indeed, there are few better opportunities for enlarging the student's circle of interest to improve them, to open the windows for them than the writing of reports and reports and reports.

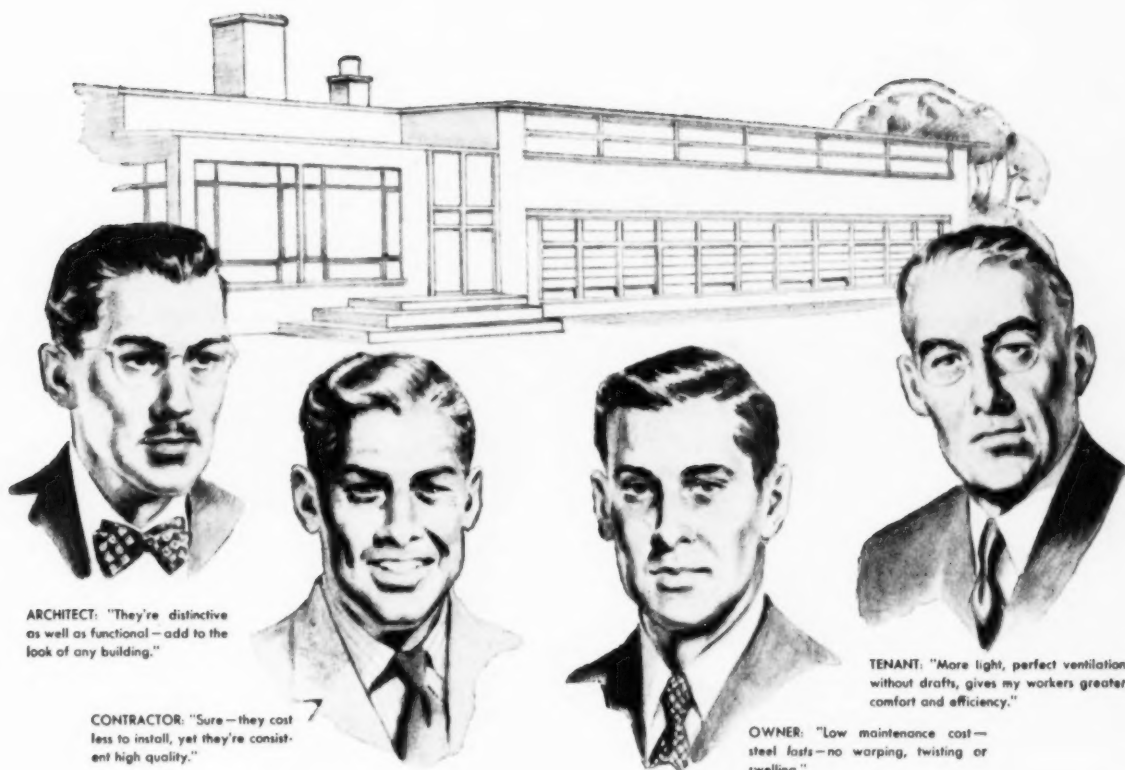
Division of Languages in Canada

The 1951 census figures for Canada now available give the percentages of persons speaking English, French or both languages, as follows:

Speaking English only—67%
 Speaking French only—20%

Speaking both English and French —12%

The total population of Canada is now crowding 15,000,000.



ARCHITECT: "They're distinctive as well as functional—add to the look of any building."

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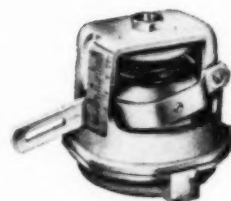
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EDUCATIONALLY SPEAKING

CANADIAN educationists across Canada are watching with the keenest interest the development of the C.E.A.-Kellogg Project in Educational Leadership launched last fall (see December-January issue of *School Progress*).

We therefore, take pleasure in bringing readers up-to-date on Project activities with the following report of the first National Course for Superintendents held this month at the University of Alberta.

Forty-nine superintendents of schools from Canada's ten provinces attended a three-week "Pilot Short Course" at the University of Alberta in Edmonton from May 18 to June 5. This course, the first in a projected series sponsored by the Canadian Education Association through its Kellogg-financed Project in Educational Leadership, marks the first occasion on which superintendents and inspectors of schools have been able to assemble from the various provinces on such a scale to exchange ideas and work together toward some solution of common problems.

The superintendents were mainly from rural areas in the various provinces — and particularly from larger areas of administration as they have been developing in the provinces. Selected by the Provincial Departments of Education, they studied various problems of rural school supervision and administration. A large portion of each day was given over to work in a workshop setting in one of the following five problem areas, according to the choice of the individual member of the course:

1. The leadership role of the superintendent among principals.
2. The leadership role of the superintendent among teachers.
3. The relationship between the superintendent and the school board.
4. Centralization of schools.
5. The superintendent's role in the development of public interest in and support for schools.

This Pilot Short Course followed a series of three Regional Resource Workshops in various parts of Canada, at which a smaller number of superintendents from a given region jointly considered some of the same problem areas and worked out procedures and questions to be raised at the U. of Alberta course. The last of the three Regional Resource Workshops was held in Ottawa in April for inspectors from Quebec and Ontario. "It was very heartening," says Mr. G. E. Flower, Program Director of the Leadership Project, "to see French-speaking inspectors from Quebec and their English-speaking compatriots from Ontario working together co-operatively on common problems. A high degree of mutual respect and understanding between the two groups should be listed as

one of the significant outcomes of the Ottawa workshop."

Senior members of most of the Departments of Education were also in attendance at Edmonton for all or part of the three-week period. Some of the speakers and consultants for the course were: Dr. W. H. Swift, Alberta Deputy Minister of Education and Chairman of the Management Committee for the Project; Dr. J. G. Althouse, Ontario Chief Director of Education; Dr. John R. Seeley, Psychiatrist from the University of Toronto; Dr. Howard Y. McClusky, social scientist from the University of Michigan; Dr. M. E. LaZerte, Director of Research, Canadian School Trustees' Association; Mr. R. H. Chapman, Director of Teacher Training, New Brunswick; M. Michel Savard, Inspector General of Catholic Primary Schools, Quebec; and representatives of the Alberta Teachers' Association and of school trustees' associations.

The course was held with the close co-operation of the University of Alberta. Dr. H. E. Smith, Dean of Education at the University, and six other faculty members also served as consultants.

Five superintendents of schools who have been members of a Regional Resource Workshop served as co-ordinators of various study groups at the Pilot Short Course. They were Mr. B. Thorsteinsson of Duncan, B.C.; Mr. Bruce Fleming of Swift Current, Sask.; Mr. J. H. Kennedy of Huntsville, Ont.; Mr. K. F. Prueter of Etobicoke, Ont.; and Mr. T. L. Sullivan of Sydney, N.S.

The membership of the course was made up of superintendents from the ten provinces roughly in proportion to the number of superintendents in each province, as follows: Newfoundland: 1; P.E.I.: 1; N.S.: 2; N.B.: 3; Quebec: 10; Ontario: 10; Man.: 4; Sask: 7; Alberta: 7; and B.C.: 4.

Newfoundland	Mr. R. J. Connolly	St. John's
P. E. Island	Mr. Gordon Rice	Parkdale
New Bruns.	Mr. J. E. Picot	Campbellton
	Mr. E. J. MacLean	Gagetown
	Mr. D. R. McLelland	Andover
Nova Scotia	Mr. T. L. Sullivan	Sydney
	Dr. N. B. MacLeod	Truro
Quebec	Mr. J. V. Gagnon	Acton-Vale, Co. Bagot
	Mr. Lionel Allard	Ancienne-Lorette
	Mr. Albert Lussier	Joliette
	Mr. A. E. Wescott	Montreal
	Mr. Pierre Gosselin	Notre-Dame de Graces, Co. Terrebonne
	Mr. Emile Parayre	Longueuil
	Mr. T. C. Boily	Magog, Co. Stanstead
	Mr. Florent Frechette	Chicoutimi-Nord
	Mr. H. E. Lavoie	Rimouski
	Mr. C. E. Ployart	Quebec
Ontario	Mr. L. A. Code	Essex

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	Mr. C. A. Holmes	Prescott
	Mr. W. R. McVittie	Guelph
	Mr. A. Kuska	Welland
	Mr. K. F. Prueter	Etobicoke
	Mr. C. A. Rath	Sudbury
	Mr. D. W. Simpson	Ottawa
	Mr. J. H. Kennedy	Huntsville
Manitoba	Mr. W. G. Booth	Dauphin
	Mr. C. D. Voigt	Shoal Lake
	Mr. S. G. Denham	McCreary
	Mr. Richard Moore	Steinbach
Saskatchewan	Mr. C. Amundrud	Shellbrook
	Mr. C. Collins	Kindersley
	Mr. Bruce Fleming	Swift Current
	Mr. Lyle Bergstrom	Oxbow
	Mr. George Newfeld	Melfort
	Mr. Leo Thordarson	Saskatoon
	Mr. S. Thompson	Cupar
Alberta	Dr. J. C. Jonason	Edmonton
	Mr. L. A. Broughton	Cardston
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	Mr. J. R. S. Hambly	Grande Prairie
	Mr. E. C. Miller	Lethbridge
	Mr. O. P. Larson	Brooks
	Mr. R. Racette	St. Paul
Br. Columbia	Mr. B. Thorsteinsson	Duncan
	Mr. C. I. Taylor	Courtenay
	Mr. F. P. Levirs	Cranbrook
	Dr. W. A. Plenderleith	Victoria

Canada's Graduation Class of 1953

According to the Federal Department of Labour a total of 12,402 young men and women are now completing their final year in Canadian colleges and universities and face the last hurdle—spring examinations.

Experience in past years has shown that about four or five per cent of the senior students will stumble on that hurdle. Therefore, about 11,780 students will graduate, compared with 11,500 last year.

The department estimates about 10,000 of the graduates will be seeking employment, since about 10 per cent of the graduating class usually return to school for post-graduate work or, in the case of women, get married.

Included in the 12,402 final year students are 3,547 in arts, 1,317 in engineering, 1,094 in education, 809 in commerce and business administration, 752 in science, 732 in medicine, 536 in nursing, 425 in pharmacy, 396 in social work, 347 in household science and home economics, 314 in law, 287 in agriculture, 213 in dentistry, 118 in theology, 37 in chartered accountancy and 22 in journalism.

A breakdown of the engineering students shows 405 hope to graduate in civil engineering, 296 in mechanical, 235 in electrical, 155 in chemical, 46 in mining, 45 in engineering physics, 28 in geological, 28 in engineering and business, 24 in forestry, 19 in metallurgical, 18 in petroleum, 12 in agricultural and 6 in aeronautical.

Early indications are that there will be a strong demand for graduates in all fields.

A hopeful sign for the future is seen in the number of students who enrolled last fall in the first year of the engineering courses. A total of 2,714 high school graduates enrolled in engineering, compared with 1,852 in 1951 and 1,649 in 1950.

Assuming that from 20 to 25 per cent will drop by

the wayside in the next four years—that is the average—from 2,000 to 2,200 engineers will graduate in 1956.

Credit for new interest in engineering as a career was given to National Employment Service officers, who have done much counselling to senior high school students.

Let's Stop This Trend

One might have hoped that the perennial alarm over the annual trek of technically-trained young Canadians to the supposedly greener pastures of the south would have resulted in greater efforts to keep them here. Yet reported emigrant figures give little assurance that this unhealthy movement is being stemmed. Between 1945 and 1952, for instance, we have gained 812,000 immigrants but we have apparently lost upwards of 257,000 Canadians to other countries, the majority of whom have gone to the United States. Many of these emigrants were young college graduates.

No country, least of all Canada on the verge of almost limitless industrial expansion, can afford to lose such an investment in its future. Economists tell us that we can anticipate a population of 23 million by 1978 and a national production of about \$60 billion. If we are to accomplish this enormous 160 per cent increase in production, we will need all the technological and research talent at our command. Yet even today, engineering and science graduates are in short supply. Replies to a recent Department of Labour questionnaire disclosed that if present levels of hirings and university enrollments continue, the supply of engineers will not be sufficient to meet the demand. Furthermore, employers fear that a serious shortage of highly-experienced mining, aeronautical, electronic, mechanical and chemical engineers may develop.

According to the Technical Service Council, an organization whose major aim is to retain for Canada young Canadians educated along technical and scientific lines, many graduates are surprisingly ignorant of the opportunities in this country though exceedingly well-informed on U.S. industry. Apparently American business publications which paint a rosy picture of developments in that country are doing a better job selling career opportunities than our own magazines. While the greater financial inducements of American firms are commonly considered the major factor in the exodus to the south, they are by no means the sole reason. For instance, the starting salaries proffered by leading firms there recently announced by the National Industrial Conference Board are only slightly higher than those offered here. Furthermore, the fact that some of our older, highly-trained engineers are now accepting tempting U.S. offers suggests that they consider American companies provide better opportunities for advancement.

It's inconceivable that we can't compete on this plane. But it is certain that glib generalities about the immense opportunities in this rapidly developing country are not the answer to this competition. Business leaders, as well as educationists and parents, have a duty not only to sell Canada to these young people but to offer them tangible inducements to stay here.—Board of Trade Journal, Toronto.

God Save The Queen!



Long May She Reign Over Us!

TEACHERS HAVE A REAL JOB TO DO IN PUBLIC RELATIONS

DR. S. R. LAYCOCK, Dean of Education, University of Saskatchewan

TODAY we hear a lot about the teacher's job in public relations.

This isn't a new idea. Teachers and schools have always had some sort of public relations — good, bad, or indifferent. The questions being discussed by teachers at present are "how good are our public relations?" "Should our public relations be improved and if so, just how do we go about doing so?"

Why Good Public Relations?

When we ask teachers just why they should make sure that they have good public relations we get a variety of answers.

1. Teachers need to do a good job of public relations so that they will enjoy that prestige in the community to which their highly important job entitles them. Teachers know how vital is their contribution to the development of citizens who can take their place in a democracy and they naturally would like public recognition for what they are doing.

2. Teachers may seek to improve their public relations because they want higher salaries. They know that, in the last analysis, they will get financial recognition only as the public realizes the high importance of their job. If the members of the public think of teaching as a filling-station job — as merely pouring from a big jug into a little mug — they won't be willing to pay teachers adequate salaries. When people hold that point of view they are willing to place in charge of schools any immature, inexperienced, untrained individual whose own schooling is a few grades ahead of that of the pupils. It is only when the public sees the teacher as a social engineer engaged in a skilful job of developing the highest potentialities of children that it will be willing to pay for that skilled service. Only then do they realize that knowledge of subject-matter, important as it is, is not enough. Today's teacher must have a broad and deep knowledge of the latest research data as to how children and adolescents develop, the ways in which children differ from one another and how children learn skills, knowledge, attitudes and appreciations.

Summary of an address delivered under the auspices of the Teachers' Council of East York, February, 1953.

3. Another reason why teachers need to do a good job of public relations is that they want to be accepted as human beings. This is a sound reason. The old stereotype of the teacher as a sourpuss, a paragon of virtue, or a third sex, must pass. The teacher of today does not want to be put on a pedestal nor does he want to be the chore boy of the community. He wants to be regarded as a good citizen — no more, no less. To achieve this his public relations must be directed towards being accepted in that way by the community. He must, for example, pull his weight in some of the welfare, recreational, and other community organizations in the community in which he lives.

4. The most important reason for the teacher doing a good job in public relations is that he usually wants to improve the educational facilities of his school and school system. He knows that the teachers do *not* own the schools. Rather he is well aware that the public controls the schools and that schools or school systems cannot be *much* better than the public opinion on which they rest.

In the last analysis the public determines what the schools of any community or province will be like. Parents and other taxpayers determine first of all the main objectives of the schools. If the public wants nothing taught but the "3 R's" that is what will happen. If the public wants nothing but high marks on examinations that will be what the schools will strive for. If, on the other hand, the public thinks of subject-matter as tools to be used in the highest all-round development of children, that will show up in the school's emphasis on developing pupils who will be able to live effectively and happily in a world of increasingly rapid change and continuing tension.

In addition to the above, public

opinion determines, in the last analysis, the nature of the school curriculum, the approach to problems of discipline, the quality of the school plant and equipment, and even the general methods of teaching to be used in the classroom. *The public must make some sort of decisions* on these matters. Teachers who want the opportunity to do a first class job in the classroom will want the public's decisions to be based on adequate information and sound thinking about educational problems rather than on misinformation and prejudice. They will, therefore, want to encourage their fellow-citizens to study the general problems of education. To that end they will want to interpret to the public what the school is doing — and failing to do. In that way they will hope to get adequate backing for the school in doing a first rate job for boys and girls.

5. In addition to the reasons already given teachers work at the job of good public relations in order that they may secure the co-operation of individual parents and of various community agencies in doing a good job in the development of individual pupils. They know that every child has four sets of teachers of which school teachers are only one. The others are home teachers (e.g., parents and other relatives), playmate teachers, and community teachers (religious and recreational organizations, welfare agencies, movies, radio programmes, newspapers, magazines, etc.) The teachers know that there must be a close working partnership between their pupils' various sets of teachers if the youngsters' best possible development is to be achieved.

How Can the Teacher do a Good Job in Public Relations?

There are many ways in which a teacher can do an effective job in public relations.

1. The most important method is for the teacher to do a good job in the classroom. Pupils are the best advertisers of stimulating and effective teaching. They know which teachers are keenly interested in

their development and which are ready to go the extra mile in promoting that development. After all, effective advertising depends upon having a good product to advertise.

2. The second method is for the teacher to keep up to date professionally so that he may deserve the part he plays as educational specialist in the community. This means continued professional growth through reading and study.

3. The teacher must take definite steps to take his full place as a good citizen alongside of other good citizens of the community.

4. Teachers must make use of concrete methods to inform the public of school activities, school methods and various problems in the growth and development of children. This may be done through (a) frequent items of news published via the local newspaper or the school paper or broadcast over the local radio station. (b) The sending to parents at regular intervals mimeographed sheets or bulletins which deal with specific topics such as the aims of the school, the purposes of teaching literature, social studies, art, etc., the characteristics of different age-groups (primary children, pre-adolescents, adolescents, etc.), the educational value of films, libraries and other audio-visual aids, etc.

5. Teachers can interpret the work of the school through accepting invitations to speak at meetings of community organizations — service clubs, church groups, lodges, and women's organizations. Since every teacher is engaged in developing boys and girls for effective and happy living he should be able to stand up and give reasons for the faith that is in him and to discuss the methods he uses.

6. One of the most profitable ways

to develop an enlightened public opinion on matters educational is to encourage the study of educational problems in Home and School or Parent-Teacher Associations. That is what such associations are for. They are not organizations to run the school nor are they grievance committees, or ladies aids to buy school equipment. They are not social organizations or general community clubs. They exist for one purpose only — to promote the development of children and youth in home, school and community. When they "go off the beam" it is usually because the principal and teachers have no clear conception of the true function of such organizations as study-and-action associations or else the principal and teacher do not give adequate help and guidance. Studying how to promote the all-round development of the school child in home, school and community, is the job of Home and School or Parent-Teacher Associations. They have no other job. Teachers should therefore encourage such associations to study various aspects of the general topics (a) What Schools are For (b) What Children are Like, and (c) How Best to Promote the Child's All-Round Development.

7. If teachers are to have good public relations they must be ready to welcome parents to the school more often. They must be willing to have visitors. They must be willing to have parents and the public observe them in action in the classroom. Nearly all other artists and craftsmen welcome auditors and observers. This is true of actors, musicians, artists and skilled craftsmen. Teachers must feel secure enough that they can from time to time have visitors in their classroom without being upset over the matter.

8. Teachers whose public relations are good usually have developed

effective ways of co-operating with the parents of each of their pupils. There is no substitute for individual teacher-parent conferences if the best development of John and Mary is to be achieved. A great many teachers need to learn how to conduct a teacher-parent interview. It must be on the friendly co-operative basis of "searching together" (not one party telling the other what to do) in order to understand the individual child's needs and problems and to discover effective ways of helping him.

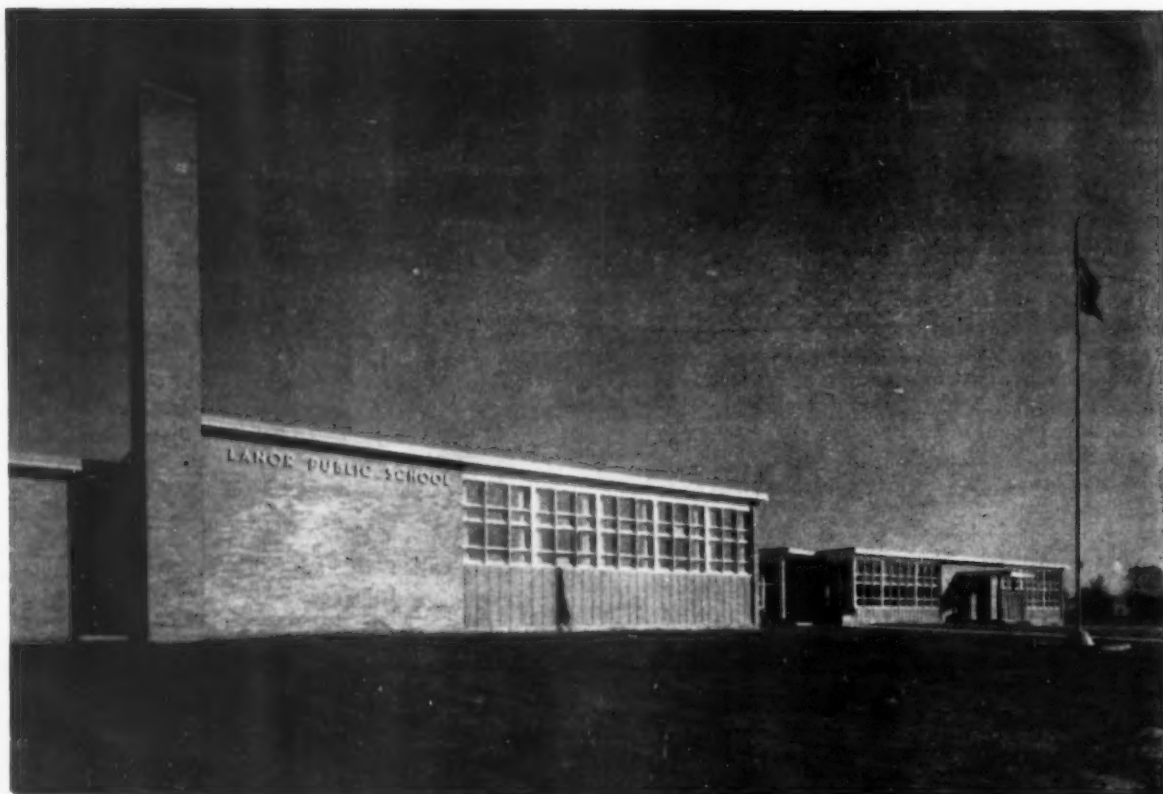
9. Part of a teacher's job in good public relations is to develop effective ways of co-operating with community agencies in the development of his pupils. This means close liaison with the church, welfare organizations and recreation agencies and perhaps with the radio stations and the press. The great majority of citizens are anxious to help children and will co-operate in doing so if their help is sought in a friendly fashion.

Conclusion

In conclusion, it would appear that teachers *must* be interested in improving their job of public relations. Otherwise their prestige will suffer, their salaries will suffer and the work they are doing in the classroom will suffer. This is true of even the most formal teaching of subject-matter. The attitudes of parents and the public seep through into the most formal classrooms and affect all aspects of the learning that goes on there. However, the most vital reason for teachers and schools having good public relations is for the sake of children. The latter's best development depends upon the degree of understanding and co-operation between their home teachers, their school teachers, and their community teachers.

Professor V. G. Smith of the Faculty of Applied Science, University of Toronto, has suggested to the Ontario Industrial Education Council that vocational school teachers should be required to spend one of every five years as workers in industry. He proposes that educational authorities might institute a system which would allow technical teachers to take an industrial job every so often in order to keep up with industrial developments and techniques.

In spite of this suggestion of closer contact with the "work-a-day" world Professor Smith expressed the opinion that neither industry nor labour was competent to instruct teachers and favoured courses organized under the Department of Education because, industry is inclined to teach the *how* more than the *why* and only professional educationists can be trusted to keep these two motives in balance.



Lanor Public School, showing the general purpose room, and to the right, the main entrance and separate kindergarten entrance.

THE ELEMENTARY SCHOOL IN CANADA

I—ONTARIO

Lanor Public School, Etobicoke Township, Suburban Toronto

E. H. TYERS, Principal

ALDERWOOD is an area north of the New Toronto and Long Branch municipalities, to the west of the city of Toronto, and extends north to the Queensway, and from the Etobicoke creek to Kipling Avenue. It was named in favour of a large growth of Alderwood trees which has long since disappeared. A considerable period of home-building, following the first world war, saw the gradual subdivision of Alderwood farms into building lots. Scores of immigrants from Britain, Poland, Italy and the Ukraine built modest homes in the early twenties and became the first residents of the district. This early settlement was confined largely to the area south of Valermo Drive, but after the second Great War, a new wave of home building spread the settled district to the north.

The area east of Brown's Line and north of Valermo, is the Lanor school district, and is the most recent development of the Alderwood area. During the past five years hundreds of young parents have bought substantial, solid brick, five and six room bungalows. Space

still remains for some 300 to 350 houses, when the Lanor School district will number close to 1,000 homes.

I. Present School Population

As of April, 1953, the school attendance by grades, is as follows:

Kindergarten	103
Grade I	74
Grade II	70
Grade III	61
Grade IV	51
Grade V	36
Grade VI	34
Grade VII	47
Grade VIII	34
Total	510

This shows the number of school children of the Kindergarten-Primary division to be 60% of the whole, and indicates the problem of accommodation that will

Emerson H. Tyers has been principal of Lanor School since its completion in September, 1952. Prior to his appointment as principal, he taught in Toronto for eighteen years, and for one year he served as Social Studies

Consultant for the entire city. His Bachelor of Arts degree and Bachelor of Pedagogy degree were both obtained from the University of Toronto. In addition, he is qualified as a Public School Inspector. As a result of

his high professional and personal qualifications, Mr. Tyers was chosen from among more than a hundred applicants of whom many were principals, inspectors or Normal School masters, to be principal of the new school when it opened.

have to be met during the next five years. A recent survey has shown that the number of Kindergarten pupils to be admitted each year from present housing, over that period of time, will average about 70. On that basis the following table shows the natural projection of school population.

September	1953	1954	1955	1956	1957
	70	70	70	70	70
	103	70	70	70	70
	75	103	70	70	70
	70	75	103	70	70
	61	70	75	103	70
	51	61	70	75	103
	36	51	61	70	75
	32	36	51	61	70
	47	32	36	51	61
	545	568	606	640	659

In stable residential school areas the ratio of school children to houses is approximately 1 to 2. Survey results in the Alderwood area however, have shown that this ratio is 3 children for every 4 houses. Now during the next five years it might reasonably be expected that the Lanor school district will be completed as far as house building is concerned. If 300 houses is taken as the number required to complete the building, and the 3 to 4 ratio as the number of children per house, this will mean an addition of some 225 pupils. Add this number to that of the natural projection of September 1957, and the total Lanor school population will rise to 884 pupils.

Thus it can be seen that the Lanor school district is very new, is composed mainly of Anglo-Saxon residents of the lower-middle income bracket, is growing at a very rapid rate, and that it is far from stable in terms of the number of school children per house.

II. The School Plant

Near the centre, yet somewhat toward the north and west in the Lanor district, stands the school itself. It was built in 1951 under the capable direction of Gordon S. Adamson, architect; and the contracting firm of C. A. Smith and Company. Of the total building area of 20,504 sq. ft., over 55% was devoted to actual teaching

space, a marked increase over the 40% generally allowed. The total cost was \$287,605.00, which works out to \$14.00 per sq. ft. or \$20,300.00 per classroom. This sum was sufficient to provide for 8 standard classrooms, 1 art room, 2 kindergartens with separate washroom and cloak-room facilities, 1 general purpose room, a staff room, kitchen, toilets and storage rooms.

The site for Lanor school is 5.85 acres of level land, an area sufficient to allow for necessary expansion of the school, and yet large enough also to allow for all school sports of the elementary school variety.

The school itself fronts on Lanor Avenue with its front wing running east and west, and the rear wing due north. This is an important feature to allow for the best use of morning and afternoon sunlight. The main entrance to the school is from Lanor Avenue, a fact which determined in part the aesthetic massing of the school with the functionally higher mass of the General Purpose room contrasted against the lower mass of the entrance and Kindergarten area, to give a pleasing and impressive architectural composition. This view of the school from the distance, or as one approaches the front of the building along Hallmark Avenue, is architecturally impressive.

Other features of the exterior of the building include oriental buff brick walls in light to medium range colour, which are a pleasant contrast to the large window area of double glazed wood sash. Coloured pre-cast concrete panels placed below all window sills, the colour blue at all classrooms and red at all entrances to distinguish the various elements of the building, add to the distinction of this modern school. The four-inch-thick pre-cast concrete panels backed with half-inch insulation, replaced the eight and one-half inches of masonry wall to achieve a lightness of construction.

To give the students an introduction to, and an appreciation of sculpture, and also to satisfy the architect's desire to introduce a harmony of the Arts into his building, three sculptured plaques mounted against the plain brick exterior wall of the General Purpose room, were mounted into the design of the main entrance of the building. Canadian animals were chosen as the appropriate subject matter for these plaques to hold the inter-

The township of Etobicoke immediately to the west of Toronto is five miles wide and ten miles from north to south, comprising an area slightly larger than the city of Toronto.

In May, 1949, the thirteen school boards operating schools in the township were abolished and a Board of Education consisting of two members from

each of four wards was organized.

Mr. F. K. Prueter, Superintendent, is in charge of the twenty-two elementary schools, nine of which have been built by the new school board. The 1949 enrolment of 5,198 has increased to almost 12,000 for September, 1953. The phenomenal growth of this area, resulting in an increase

of approximately 2,000 pupils each year has had the effect of creating a very serious problem for the board in financing and building new schools of a high standard.

The board, this year under the chairmanship of Mr. J. D. Parker, is facing this problem, and Lanor School is an example of their method of solving it.



Exterior view of the main entrance of Lanor Public School, Etobicoke Township. Note the sculptured plaques of animals set in the wall of the General Purpose room at the left of the photograph.

est of the child. To the right of the main entrance is a Kindergarten wing with its own play area and separate entrance, and to distinguish this entrance from the other, the architect used a sculptured wall of brick.

Lanor school interior also is marked with carefully considered features which are both artistic and functional. The floors in the corridors, washrooms, General Purpose room and foyer are terrazzo. These, as well as the coloured concrete floors of the classrooms, and the asphalt tile of the Kindergartens with their appropriate coloured geometric inlaid patterns, create a harmony that is apparent to all.

The two kindergartens are divided by the cloak room containing wood lockerettes for each child, plus storage and washroom facilities. Glazed screens between kindergarten room and cloakroom, form the upper half of the wall and provide the teacher with the opportunity to supervise, and yet ensures privacy for the child.

The walls of the classrooms are painted plaster, the colours being tastefully chosen to appeal to youth, yet following the theories of colour dynamics and the psychological effect of the whole work. The ceilings are of acoustic plaster, a feature that also has its physical as well as psychological effects. The chalk boards and tack boards were designed carefully, for each forms one continuous unit which lines up with the top of the doors and terminates at the bottom with the continuous chalk rail. And into the project area, with its sink and suitable cupboard space for supplies, was introduced pleasingly coloured linoleum counter tops to provide an accent to the monochromatic colour scheme used throughout the whole school. These accents of strong primary colours were introduced also on the walls of the corridors at definite focal points, to create the illusion of shorter distance, and to detract from the usual institutional character of traditional corridors.

The warm treatment of the entrance foyer was achieved by the introduction of natural brick panelling, built-in seating scaled to the child, a large planting bed, and an unusual display case. The brightly coloured terrazzo chips of the foyer floor and the interesting terrazzo floor pattern, are the result of the detailed study of design and

colour in this area. Even the lighting fixtures were especially designed by the architect. Every detail combined to create in the visitor a feeling of light-hearted well-being, and yet the foyer also was planned to serve as a crush corridor when the General Purpose room is used for public or student activities.

The General Purpose room with its natural birch panelling and warm buff brick is sufficiently large to serve as a Junior gymnasium as well as to seat 250 people in general assembly. To assist in these purposes, the ceiling has been acoustically-treated, and the one end enclosed to form a standard school stage. Adjacent to the General Purpose room are the staff room, a kitchen, and two toilets which have been so placed to accommodate community and staff use.

Pupil toilets and washrooms are centrally located at the hub of student outside and inside activities, midway along the north wing. And to ensure ease of maintenance and also durability, glazed tile dadoes, terrazzo floors, and precast terrazzo toilet partitions were used.

Consideration of durability, ease and cost of maintenance, and general efficiency is characteristic of Lanor planning and construction. The concrete foundations, open web steel joists, steel beams and columns, load bearing walls and tar-felt and gravelled roof on wood deck, were used to ensure stability and structural permanence. With forced hot water oil heating and built-in convectors in each classroom, the school is assured of regular, carefully controlled and reasonably economical heating costs. Lighting is incandescent and was used throughout also to cut costs, and yet the recessed directional blackboard lighting in each classroom provides corrective illumination. And with a public address and clock system great saving is possible in time and effort, and wider and broader educationally important experiences and training brought to our children.

The Lanor school building was planned in the L shape and with placement of General Purpose room, Administration offices and separate Kindergarten wing, to provide a functional, artistic and efficient combination which will serve the needs of Lanor children, staff and community. The plan has met with enthusiasm by the Eto-

bicoke Board of Education, who have seen fit to reproduce it elsewhere in the township. The plan has also been published far and wide as an inspiration for Ontario elementary education.

III. Lanor Staff (qualifications and specialties)

Consistent with the policy of Etobicoke Board of Education, Lanor school has been staffed with teachers of high academic and professional standard. At present the personnel consists of 13 teachers, one half time secretary, a full time caretaker assisted by a part-time helper, and a principal.

All have been chosen with care, to give the families of the Lanor district the best in educational service. In this selection due regard has been paid to personal qualifications, as well as professional, academic and special interests that will provide the fullest experience for and development of Lanor children.

Of the fourteen professionally qualified personnel, for example, four have university B.A. degrees, one is a bachelor of science and one a bachelor of pedagogy, one is a Kindergarten specialist, and one is a qualified music supervisor.

Counting the principal, four of the fourteen are men, all of whom are married. Their ages range from 28 to 46 and teaching experience from two years to 25 years. Of the 10 women teachers, 3 are married with young families, the ages range from 20 to 50 and teaching experience from 1 to 30 years.

From the point of view then, of qualifications and experience the staff members of Lanor are very able to provide for our children a very worthwhile education, but it is in terms of their mature personalities and wide

variety of interests, that a great contribution can be made toward the broad development of Lanor pupils.

IV. School Programme or Curriculum

The programme provided at Lanor is designed to meet the needs of the Lanor children in general and the individual pupil in particular.

In the Kindergarten emphasis is placed upon socializing and other activities, which will lead to a broadening of the child's experience and also the introduction into the more formal aspects of the regular school programme.

In the primary division of the school, the teaching is directed gradually but effectively toward the attainment of power over the fundamental skills of reading, writing and arithmetic, and to the broadening horizons of social living.

In the junior and senior departments the latter tendency is continued with a more formal and increasing concentration upon the acquisition of knowledge, understandings, skills, attitudes and interests which are valuable to all happy and useful citizens.

To facilitate this citizenship emphasis and also to accomplish better learning generally, attention is given to the activity programme and to the substitution of abstract explanations with stimulating experiences. At the appropriate level of the child's ability, he is thus encouraged to participate in activities which will encourage him to reason and to make decisions for himself and others.

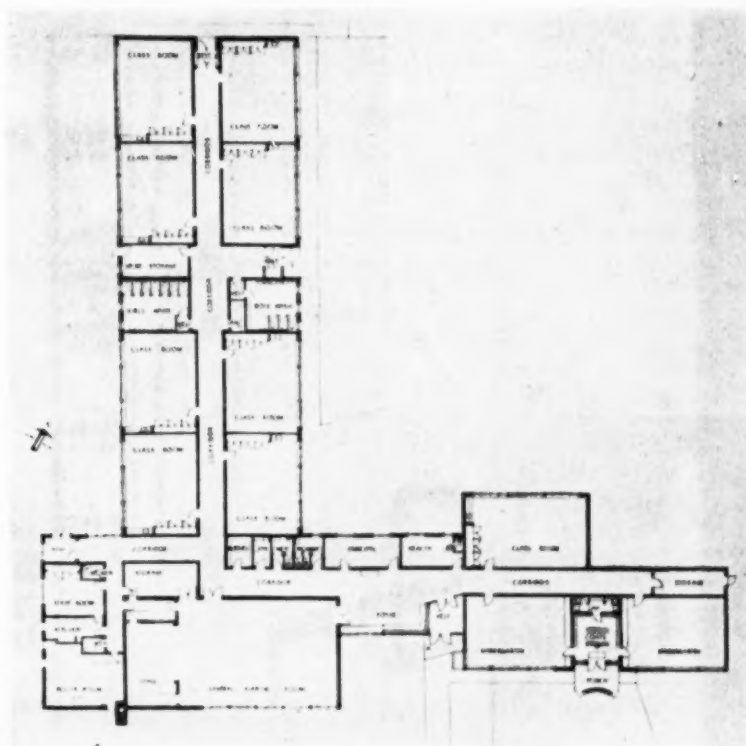
Such activities as the following become part and parcel of the regular Lanor studies:

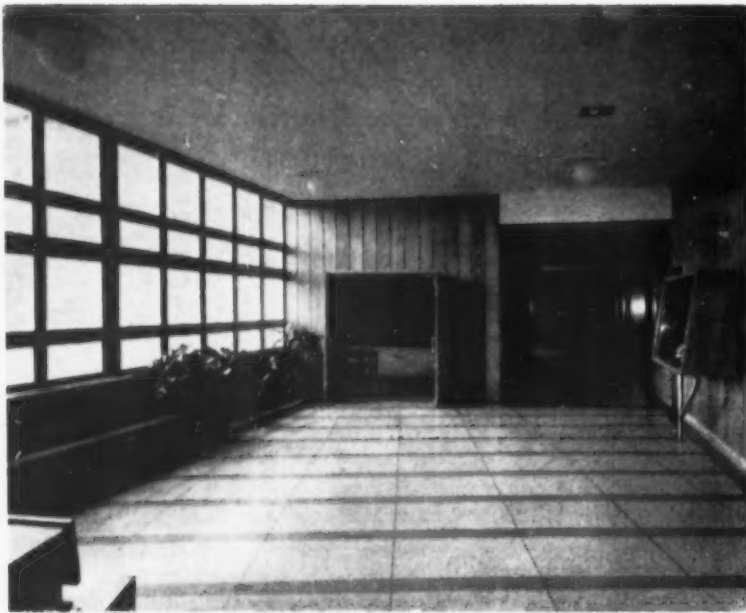
1. Constructing—making a child's home, Indian wigwam.
2. Scrapbooks—of historical character or an industry.
3. Excursions—visiting a house being built.

Accommodation at Lanor Public School includes:

- A generous foyer
- 8 standard classrooms
- 1 art room
- 2 kindergarten rooms with complete cloak and wash room facilities
- 1 general purpose room with stage which serves both as assembly hall and as school gymnasium
- Staff room, kitchen, washrooms and storage rooms
- Principal's office and health room.

The school site is approximately 6 acres.





The foyer of Lanor Public School provides a bright, attractive lobby, giving access to both the main classroom wing and the kindergarten department. The principal's office, health room and the assembly room with two special wash-rooms open off the foyer providing complete facilities for public gatherings as well as school activities.

4. Entertaining visitors in the classroom.
5. Experimenting—planting bulbs, a garden, etc.
6. Observing—slides, films, plays, etc.
7. Listening to radio programme.
8. Sharing and serving—Jr. Red Cross and other organized clubs.
9. Collecting—pictures, models, etc.
10. Dramatizations and plays.
11. Planning—school games, concerts, devotional exercises.
12. Writing—plays, school paper, etc.
13. Exhibiting—school work, hobby shows.
14. Correspondence clubs.
15. Safety clubs and organizations.
16. Choir work.
17. Discussion groups.
18. Reporting on group activities.

These, provide incentive and stimulation, as well as a learning through practice in the regular subject areas of reading, writing, arithmetic, spelling, composition and literature as well as social studies, science, music, art, health and physical education.

Prescribed courses of study, as provided by the Ontario Department of Education, or local Etobicoke curriculum committees, are followed in these subject areas, but the keynote of flexibility is maintained, to allow for individual teacher interests and broad correlations.

Consistent with the latest educational trends and with Etobicoke policy, the need for observance and regard for individual differences is a strong motivating factor in the teaching of Lanor pupils. Thus the classes at the beginning of the year are organized on the basis of age and ability, and with due regard for social groups. The keynote of such organization is observance of the principle of the best interests of the individual pupil. The teachers too, observe these principles and are encouraged to arrange their classes into three parallel groups, especially in the basic three R's. In this manner the group of superior ability can be provided with enrichment, while those at the other end of the ability scale can be treated more adequately in terms of their needs.

During the coming year, it is hoped that some oppor-

tunity for acceleration will be possible so that these pupils of high ability may complete the work in less time than the normal, but this great responsibility will be undertaken only with due consideration of all the beneficial and detrimental effects upon the individual candidates. If it is feasible, the plan of taking a group of these more able youngsters through grades three, four and five in two years, will be followed.

Providing the proper curriculum and progress for future leaders is a great problem for every school, and whereas acceleration has not been attempted in the initial year, we have made attempts to meet the challenge. At the present time these outstanding students are being provided with the advantages of enrichment by means of which their abilities are broadened and deepened, their extra energies are utilized and their interests maintained at a high level. By way of experiment, the top half dozen pupils of the senior classes, whom we have named as a student council, have met toward the end of each afternoon to discuss and to initiate activities of a broad educational nature. To them has been given such undertakings as the planning of devotional exercises for weekly auditorium meetings, the planning and initiating of money raising schemes for the school, the organizing of Lanor clean-up days, the planning of school and school ground decorations, the planning of a Safety programme for the school and district, the discussion and solving of discipline problems, the analysing and promotion of special research on questions submitted by different grades, the planning and organizing of a school magazine, and the sponsoring in their respective grades of an interest in oil painting, supplementary reading, arts and craft work, dancing, and sports.

For these pupils such enrichment is not extra curricular, but for all pupils there are provided activities of a varied nature after the regular school studies. In the General Purpose room or on the playground it is quite customary to find large groups engaged in choir

work, dramatic activities, folk dancing, glee club interests, square dancing, hobby club work, organized sports such as baseball, volleyball and basketball, or auditioning for a part in a school concert. It is also common to see a group preparing a mural, decorating a room, preparing bulbs for winter or ground for planting.

For all pupils too, and especially for those who habitually have academic problems, Lanor is attempting to provide a diagnostic and remedial programme. By the administration of standardized tests in reading, spelling and arithmetic throughout the various grades of the school, and by analysis of the results in consultation with the room teacher, a great many of the troubles are diagnosed and a system of remedial measures set up. Many of the results of such diagnosis, is made the subject for grade and staff meetings at which overall remedial measures are discussed.

To assist in this work, Lanor has the benefit of the part-time services of a specialist in remedial work who is accomplishing worthwhile results with small groups of youngsters drawn daily from the regular grades.

The objective of this programme is the development of Lanor pupils in every way in which that development is possible and the promotion of healthy happy individuals who will become good average Canadian citizens or the future leaders of our great dominion. We realize the great responsibility and the need for the provision of as diverse a programme as is possible to meet the needs of the individual, and to promote his best and maximum interests and development.

V. Pupil-Teacher Relations

From the outset, the importance of establishing proper pupil-teacher relations has been of prime consideration. This has also been the subject of staff meeting discussions from which has been evolved six objectives as a guide to establishing favourable relations. These are listed under the following headings:

1. *Harmony*

Lanor teachers wish first of all to establish and to maintain the most harmonious relationships with their pupils in the classroom, in the school building and on the campus. This they strive to accomplish by many and various techniques but they all contain the thought of banishing any semblance of fear on the part of the pupils and by showing a respect for the personality of each pupil, at all times.

2. *Firm Kindly Control and Authority*

The teachers expect, however, a healthy respect for themselves as the daily constituted authority in the classroom. Appeal to reason is the chief method and pupils seem quick to understand that privileges and rights are not the individual's due, but must be earned.

They have shown too, that they welcome firmness on the part of the teacher, provided the administration is marked by kindness, justice and equality.

3. *Increased Pupil Responsibility*

Every effort is made to encourage pupils to accept responsibility for their own conduct and actions. In line with democratic principles pupils are led to see a balance between the responsibilities and duties they assume, and the rights and privileges they are accorded. The teacher becomes a guide and friend who is trying to advise and help, rather than an autocrat who imposes authority. Of course the pupils are given only such responsibilities as they demonstrate themselves able to assume.

4. *Recognition of the Individual*

To accomplish the best in education, Lanor teachers recognize the need to study and provide for the needs of the individual pupil. They wish to gain the confidence of each pupil so that the more backward or the troubled individual will trustingly bring his problems to the teacher. She in her turn, tries to see the good in each pupil, and to be sufficiently interested to



This view of the back of one of the standard classrooms at Lanor Public School shows the pupils' wardrobes, and project area with work bench and sink and storage cupboards. All classrooms have acoustic ceilings and are equipped with generous chalkboard and tacking board space. Lighting is incandescent with supplementary chalkboard lighting. The colours of classroom walls follow the theory of colour dynamics.

learn about the home, friends, problems, shortcomings, abilities, attitudes and habits. A phrase that is continually raised is that of finding and meeting the pupil at his own level, and then beginning development at that point.

5. *Understanding and Appreciating Child Life*

Lanor teachers recognize the need to know the causes of a child's unhappiness, his frustrations, his needs, his limitations and his inhibitions. It is the constant desire to project themselves into the child's place in an endeavour to understand his thinking, his actions, his motivations and the stages of his development.

6. *The Importance of a Well-Planned Programme*

In an effort to maintain the proper attitudes on the part of the Lanor pupil toward his work, himself, his associates and toward authority, it is the desire of the teachers to provide a well planned daily programme; a programme that provides for concentrated periods of work, that sustains interest at a high level, that provides a variety of activities and that maintains a balance between teacher and pupil labour, and healthy happy recreation and relaxation.

VI. Principal-Inspector-Teacher Relations

For the most part, supervision in Lanor is provided by the principal, who has been relieved of many routine duties by the provision of a half-time secretary and the aid of an assistant principal.

His objective, relative to supervision, is to stimulate the teacher to form her own philosophy of education, to make her own choice of experiences and means of techniques, and to lead the teachers not only to accept responsibility, but to have independent thought, ingenuity, courage and persistence of action; all this in addition to assisting the teachers to understand and to accept the best ultimate objectives of education, and then to select and to use the means that most assuredly contribute to them.

To realize this aim the usual supervisory technique such as classroom visitations, individual and group conferences, regular bi-monthly staff meetings, professional reading, in-service training meetings, and inter-school visitations, have been used. But with such methods great care has been exercised to instil democratic principles, and to maintain the highest personnel relations.

Two examples will serve to show how this has been attempted. First, classroom visitations have been placed on a request basis, or with due regard to the wishes of the individual teacher as to when she would be prepared to receive the visit. Second, staff meetings are held under the chairmanship of a member of the staff who draws up the agenda in terms of requests for

time to present an educational problem, an organizational scheme, or an administration notice. This refers to principal and teachers alike.

The main thought is that of creating confidence in the teachers which will be reflected in their work, of giving professional support, and of encouraging voluntary professional progress, so that all feel that policy-making is everyone's business, and that guidance and advice is being offered by people who are able to provide experience, which is more rich and varied than the normal.

VII. Community Relations

Lanor school boasts a very active and successful Home and School Association with over 200 interested members. The regular monthly meetings are always very well attended by parents who are provided with an opportunity to listen to worthwhile speakers, to hear current topics discussed by the principal, to meet and become better acquainted with the teachers of their children, and to know the personalities and problems of other residents of the district.

Good community relations too is sponsored by the regular Christmas Concert, by community dances, by annual displays of hobby and other crafts, and by Open House activities. Parental visits to the classes of their children, and teacher visits to the houses and the community, is also creating a healthy relationship between parents, teachers and children.

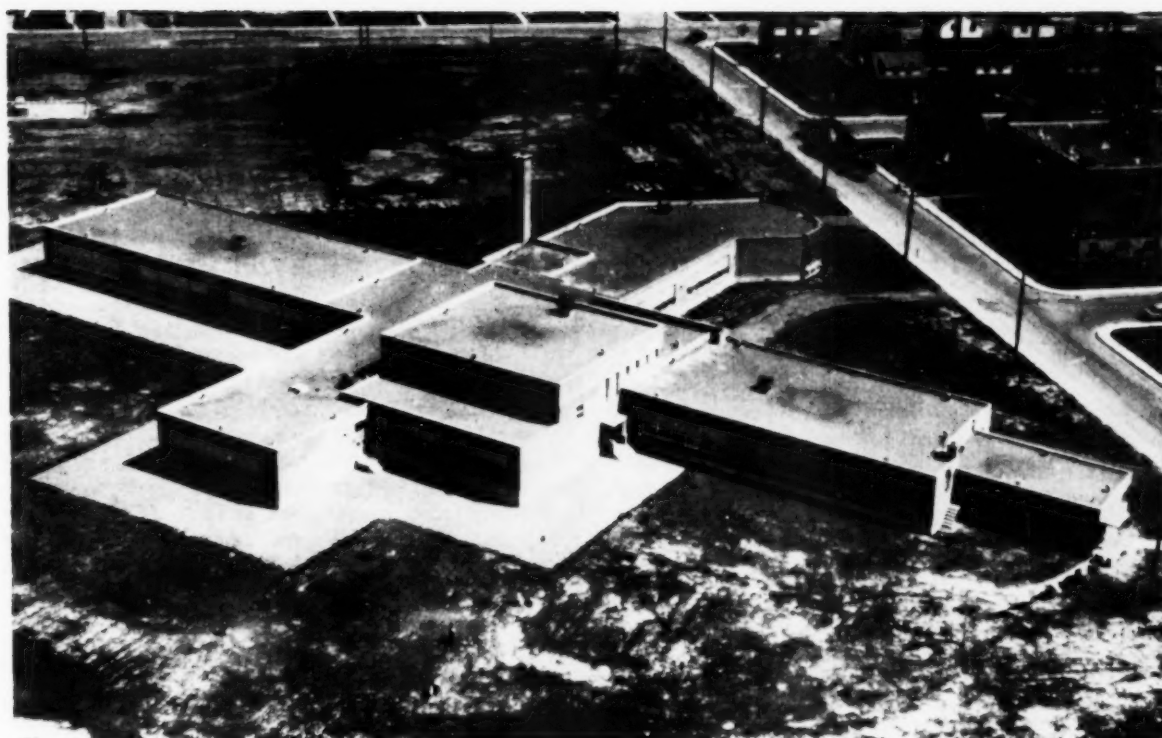
Many outside adult and child organizations have come to consider the school as the focal centre of community activities. At present the congregation of the local Anglican Church holds regular Sunday periods of worship in the General Purpose room, while groups from this church as well as the local United Church meet regularly in the evenings for business purposes. Other organizations that use the Lanor facilities are the Alderwood Rate Payers Association, the A.Y.P.A., the Tyro Boys Club, and the Girl Guides.

The school, on the other hand, is making use of the community facilities for educational trips, local building projects, the neighbourhood greenhouses, the post-office, grocery store and factories in the vicinity all constitute opportunities to widen and deepen the experiences of Lanor children. Local residents too, have volunteered their services and special talents to help enrich the school life. By this means a community safety drive, sports programme and assistance in transportation for trips, and speakers for regular and special events, help to bring the school and the community closer together, and to achieve more worthwhile results for our children.

Such is Lanor Public School on the 29th day of April, 1953.

With this article on Lanor Public School, Etobicoke township, suburban Toronto, SCHOOL PROGRESS begins a series of articles on the elementary school in Canada which, it is hoped, will include the descriptions of representative schools in every Canadian province from Newfoundland to British Columbia. Every effort will be made to obtain comparable data on both the physical and academic services of schools so that readers will be able to obtain a fair idea of what elementary schools are like and the curriculum which they offer right across the country.

As the editor is particularly anxious that succeeding articles should be comparable in both descriptive material and illustrations, it may not be possible to prepare the required material to appear in every succeeding issue of the magazine.



An interesting aerial view of Parkdale "two track" Elementary School, St. Laurent, suburban Montreal.

THE SCHOOL BUILDING PROGRAMME

Of The Protestant School Board of Greater Montreal

(See introductory article which appeared in *School Progress*, February-March, 1953)

THE New Building Programme of the Protestant School Board of Greater Montreal, actually breaking ground in the early summer of 1949, had to its credit, as operating at the end of 1952, eleven substantial additions, one large capital elementary school with a capacity of 1,000, three two-track schools of 600 each, three one-track elementary schools, and three large composite high schools, all filled to capacity. The early part of the Programme also included the remodelling and re-building of an elementary school that had been burnt, and the complete reconditioning of a capital elementary school.

In addition, under construction in various stages of completion, are four two-track elementary schools, one one-track elementary, and three substantial additions. In the planning stage are four substantial additions and three two-track schools. Lined up for immediate review are one substantial addition, and four two-track elementary schools, two one-track elementary schools, with a probable three composite high schools close to the horizon.

This accomplishment of the Protestant School Board of Greater Montreal and its associated Boards, viewed in a piece, is a formidable and substantial

achievement. Behind it lies the even more substantial research, planning and supervision of the Planning and Building Committee of the Protestant School Board of Greater Montreal, charged with the direction of the New Building Programme of the eleven Boards which form the Greater Montreal Board.

A master plan, modified and re-arranged by the advice, information, assistance and co-operation of the Local Boards, has been the blue-print that has guided this effort.

Acting as the instrument of the Planning and Building Committee of the Board is the Department of New Buildings. While technically all buildings, new and old, are under the direction of the Local Boards, who initiate all action in connection with them, actually all plans, specifications, etc., must be approved by the Greater Montreal Board.

In the present article Mr. R. L. Guild, Educational Consultant of the Department of New Buildings, describes a typical elementary school built under the Board's programme in the Parkdale "two-track" elementary school. In a later issue he will describe one of the Board's newest secondary schools.

THE PARKDALE "TWO TRACK" ELEMENTARY SCHOOL

In the Rapidly Growing Suburban Town of St. Laurent, Quebec

By R. L. GUILD, Educational Consultant to Department of New Buildings

SCHOOL construction under the Greater Montreal Board in the early 50's has been rapid and varied. Increased pupil population, the shifting of population to the suburban areas and necessity for replacing out moded buildings have severally and together created an urgency for adequate coverage. The varied element lies in periodic modification of educational philosophy, in necessary substitutions to meet local conditions, and, generally, in modes of construction and types of finish for the physical plant.

Although the general policy and process is continuous for the 60 current projects, there is a tendency to develop types of schools with one type predominating in each batch of schools planned. One group is naturally completed before another is under construction and still another is at the planning stage. While there is a continuity of "standards" that have been followed for teaching, recreation, staff areas, structure and finishes, all details and equipment are under constant review and are eliminated, adapted or augmented to suit changing conditions.

It has been stated recently that "in planning a successful school building consideration must be given Education, Environment and Economy simultaneously to find proper trilateral balance." It is at the same time recognized that the method and procedure to achieve this balance will vary in the country or in the city and as between provinces, dependent upon whether the greatest emphasis has been on the long range concept, immediate expediency or on some other factor.

In order to portray this element of change as identified in one large metropolitan area and under one school board certain of these schools will be reviewed and the main features pointed out.

One important type is exemplified by Parkdale School.

Parkdale is a "two-track" school consisting of two classes per grade, I to VI and (sometimes VII) with a Kindergarten, Home and Industry Room, Gymnasium, Shower-Lockers, Offices, Teachers' Room, Kitchen, Caretaker's Apartment and other services. It was

designed as a community school for 500 pupils in 1950, for the new Norgate housing development in St. Laurent, and, now completed and occupied in 1951-1952, it has an enrolment of 675 (100 of which are in Kindergarten). Its twin one track school, Elmgrove, now being expanded, and other new schools and additions, will be necessary in St. Laurent whose pupil growth has tripled in the last three years; trends indicate a pupil population in the town of 4,200 by 1957.

The school is designed for elementary pupils, Kindergarten to Grade VI. There are two Kindergarten classes of 50 each, morning and afternoon (teacher and assistant); two classrooms for each grade and two spare classrooms for extra grades, or sometimes for grade VII in the school; a Home and Industry Room equipped for art and crafts which also serves other purposes such as music, visual education and library; the gymnasium, also a multi-purpose room, for gymnasium, recreation, playroom, assembly with stage and a lunch room (the pull out chair trucks stored under the stage have table tops for lunchtime).

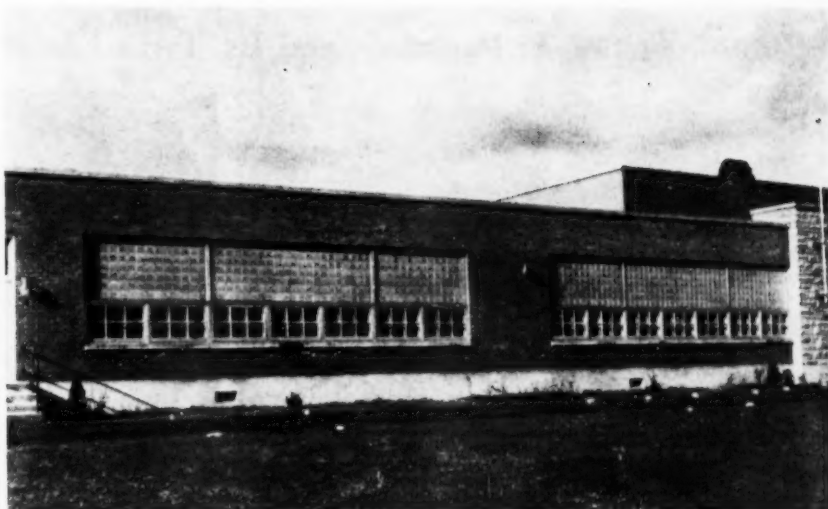
A caretaker's apartment built as part of the school building is a feature of this type of school. The immediate area around the school is paved and several play spaces in addition to the park with rink in winter adequately cover outside activities.

The structure is steel frame with plank and brick veneer walls. The floor is structural concrete on piles, (due to soil conditions), and the finish is terrazzo on corridors, lavatories, shower and locker rooms, wood on the gymnasium, rubber tile on the kindergarten and asphalt tile on classrooms and other floors. Heating is from oil-fired boilers and hot water. There is mechanical exhaust ventilation from all areas. Acoustic material is used in the gymnasium, corridors and kindergarten but not in the classrooms. Wall and ceiling finish are of plasterboard on wood with dado of baked enamel tile in classrooms and corridor; ceramic tile in lavatories; cement-glazed enamel in gymnasium and hard plastic board in the kindergarten. Glass block with vision strip is used in classrooms, with clear glass in kindergarten and other rooms. Lighting is fluorescent in classrooms and incandescent elsewhere.

The predominate feature in the schools of the Parkdale "type" is the classroom — the 23 x 41 classroom, of which 100 have been built in new schools and additions. The room is rectangular with a series of "units" at the rear of the room. These units bought by the School Board in quantity and installed by the Contractors serve many functions. They also may be removed at any time in the future if space changes are necessary.

Pictures showing the classroom type "B" were taken at Parkdale and the twin school, Elmgrove, at various times and in several grades.

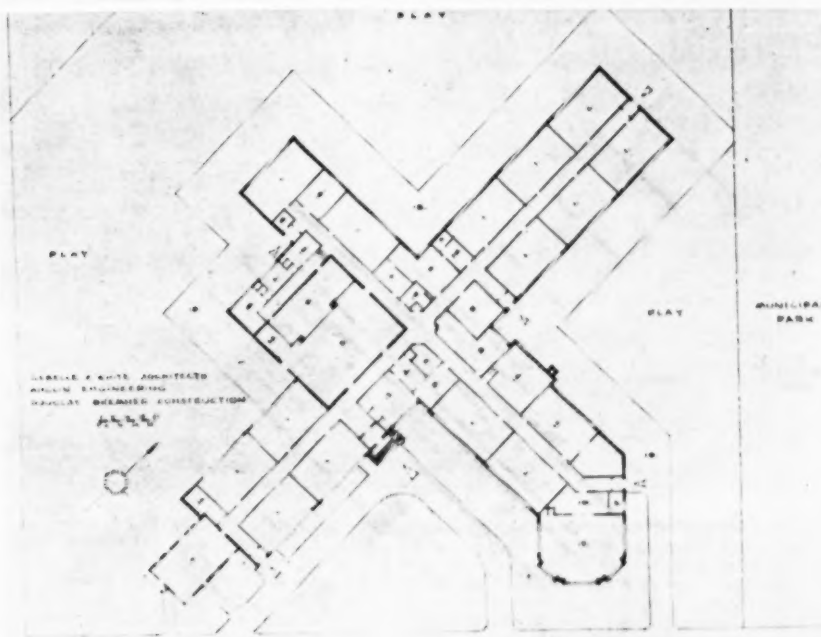
**Parkdale Elementary School,
St. Laurent, Quebec**



Classroom exterior—note the modern construction and use of directional glass block in the window spaces.



This classroom type has proven successful for pupils to GROW in mind, body and spirit; to WORK, create and play and to be healthy. The efficient teacher can do a better job with proper environment and tools for learning.



- (1) Classroom
- (2) General Office
- (3) Principal's Office
- (4) Supplies
- (5) Lavatories
- (6) Teachers' Room
- (7) Kitchen
- (8) Gymnasium
- (9) Stage
- (10) Lockers and Coat Space
- (11) Showers
- (12) Special Studies
- (13) Boiler Room
- (14) Home and Industry
- (15) Kindergarten
- (16) Storage
- (17) Caretaker's Apartment
- (18) Paved Play Area

Photos Taken At Parkdale and Its Twin Elmgrove School Designed



1. A general view of Parkdale Elementary School, St. Laurent, Quebec, taken from the road approaching the front of the school. 2. Corridor at crossing point, all corridors are amply provided with lighted display cabinets and pin up panels. Drinking fountains and fire extinguishers are recessed. 3. Attractive administrative office. Schools of this type have a Principal's Office, General Office and Waiting Area, Supplies Room and a Health Clinic comprised of an Office, Inspection-Rest

Room and Lavatory. 4. Spacious, well fitted Teachers' Room, Lunch Area and Kitchen are provided in schools of all types. 5. Teachers' Cupboard. Space for coats and personal effects. 6. The combination Gymnasium-Assembly Room has an efficiently equipped stage, P.A. system, all aluminum stall bars, blackout curtains for showing movies and is used for indoor play and Lunch Room at recess and noon.

and Built by the Protestant School Board of Greater Montreal



7. Front of room, on a sunny day no lights. Note: Book shelves in corner, and pin up panels, green chalkboards. 8. Same room as in (7) months later on a dark day with lights on. Note: Cut off corner at front and magazine rack. 9. View showing the Grade V-VI-VII desk, in reading position, storage of books, as an easel and flat. (Designed by teachers and Board's staff). Storage unit shows cabinet for running shoes, display and book shelves, magazine rack and cupboard. 10. View

showing work units, work table, storage, sink and drinking fountain. Tool cabinet and vise is used for upper elementary grades only. 11. With movable furniture space can be made for inside play for wet or cold days with the furniture placed along walls and in unit spaces. 12. The large Kindergarten with separate lavatories, and coat alcoves have an abundance of built in fixtures, toys, furniture and equipment for the beginners.

KNOWLEDGE VERSUS FRILLS In the Modern School Curriculum

By DR. STANLEY CLARKE, Asst. Prof. Faculty of Education, University of Alberta

ONE of the serious charges laid against modern education is that the schools, especially in the higher grades, indulge in unnecessary frills. How can educators answer this charge? Can we answer it? We say "Yes".

A specific charge is that the "old line" or matriculation subjects are skimmed in the junior high school to make way for student government, compulsory student activities, and exploratory subjects such as Art and Oral French. What is the answer?

In Alberta the school week is divided into forty class periods. In the junior high school the compulsory subjects receive thirty-two periods per week, one of which is student government and student activities. The exploratory subjects receive eight periods per week. To permit flexibility the school may vary these times as follows: compulsory subjects 28-34, exploratory 6-12, student government and activities 0-3. These are the facts.

Does student government and associated activities warrant this allocation of time? An answer can be quoted from the Alberta Junior High School Programme of Studies Handbook.

"One of the most important purposes of the junior high school is to educate students for effective citizenship in democracy. Student government is one of the best means through which the student can develop habits and attitudes essential to good citizenship."

Returning to the exploratory courses: Art, Dramatics, Music, Home Economics, Industrial Arts, Community Economics, these skip the "old line" or matriculation subjects to the extent of taking up 20

per cent of school time. What is the justification for this?

Not all students are adapted to the "old line" or academic treatment of English Social Studies, Mathematics and Science. In 1950-51 there were about 12,000 students in Grade IX, while nine years before, when these students were starting school, there were about 20,000 students in Grade I. Dr. Terman, of Stanford University, claims that about 13 per cent of the Grade I students have sufficient academic ability to do good work in University. The Junior high school cannot and must not tailor its programme to this 13 per cent when it is dealing with over 50 per cent of our children. The 20 per cent of school time devoted to exploratory subjects is a small concession to the large number of students who are not academically minded.

A second specific charge is that forty vocational and general electives skip the old line or matriculation subjects in the senior high school. Again what is the answer?

The last two annual reports of the Alberta Department of Education show that approximately 8,200 students registered in English 1 (Grade X English) each year. This figure is a fair indication of the maximum number of students who could possibly be expected to register in the first unit of any course. The approximate enrollment in the matriculation courses was: Social Studies — 8,200, Algebra 1 — 6,000, Physics 1 — 5,400, French 1 — 5,300, Geometry 1 — 5,000, Chemistry 1 — 5,000, Latin 1 — 900, German 1 — 40. Note that each academic subject except the last two enrolls over 60 per cent of all students entering

high school. Contrast this with the six most popular electives: Typewriting—4,400, Bookkeeping—3,000, Dramatics — 1,700, Art — 1,500, Music, — 1,500, Business Fundamentals — 1,400. The evidence clearly demonstrates that Alberta high schools are not abandoning knowledge for "frills".

What about the time spent on electives? If the student chooses a matriculation programme (general University matriculation) he must have 85 out of his 100 credits in the following subjects: English, Social Studies, Algebra, Trigonometry and Analytical Geometry, Chemistry, Physics, and a foreign Language. In the same programme he must have a minimum of 10 out of 100 credits in electives. This is hardly a case of skimping in the matriculation programme. Students who do not wish to matriculate (enter University) are given a much wider choice, but about 65 out of the 100 credits is the maximum they can choose from the vocational and general electives.

Again, the stubborn facts support this programme. In the last forty years, the high school population has increased from 2,400 to 22,000. In 1912 the high school included only about 4 per cent of the school population, while today it includes about 13 per cent. It is common observation that our high schools must deal with increasing numbers, and increasing proportions of all students. Are our schools for all the people, or for only the academically minded? Are the junior and senior high schools to train only an elite few, or to train all who would like to profit? These are the questions hidden behind the charges we have been considering.

A modern school is not simply a collection of classrooms where children sit by the hour. It is a lively community, with facilities for community life, and it is part of the larger community that it serves. We should face the crisis in education costs with more courage, and at the expense of neither teachers nor

students. The schools are making their contribution to the greater future ahead.—Ottawa Journal.

The strength of the free world must increase . . . the nation must give high priority to its educational system. The needs of the country today cannot be met by schools . . . of yesterday.—Warren R. Austin, United Nations.



It Is Important To Insure **SAFETY ON PLAYGROUNDS**

By NORMAN R. MILLER*

WHY do Parent-Teacher Associations, service clubs and other civic-minded groups promote the expansion of playground facilities?

One answer is that playgrounds provide healthful, highly beneficial outdoor recreation. The other is that playgrounds promote public safety by keeping children off traffic-laden streets and other hazardous places.

But playgrounds, too, must be safe. Playgrounds must be *well-supervised, safely located*, equipped with *ruggedly-built, safe apparatus*, and offer other tested protective features if they are to achieve the reputation for safety they deserve.

*Vice-President, American Playground Device Co.

Statistics prove that children are less likely to be injured on a *supervised* recreational area. A Middle West group of cities was found in a survey to have only 1.19 accidents per 100,000 visits to playgrounds. Some individual communities have even better records.

In a five-year period, Berkeley, California, reduced its accidents from 1.10 per 100,000 attendance to only .57. This safety record was attained through a vigorous, persistent campaign to eliminate physical hazards and curb human carelessness on the playgrounds.

While accidents on streets, railroad tracks and other dangerous spots will bring a public clamour for more recreational facilities, it is equally true that playground

mishaps will arouse a storm of criticism.

Hard bituminous surfacing was given a black eye not long ago with the publication of articles in widely-circulated magazines dealing with a series of playground accidents in Los Angeles. The unfavourable publicity has caused school and recreation officials to restudy this particular problem. In its wake have come encouraging announcements of successful experiments with rubberized asphalt surfacing on school playgrounds.

The public has come to expect safety on the playgrounds. So, it behooves all people in the recreation field to exert every effort to eliminate the possibilities of accidents.

Most accidents occur on playgrounds that are either poorly supervised or without any supervision at all. In a properly-supervised recreation programme, children are apprized of the need for good conduct, caution and fair play. Older boys and girls are utilized as volunteer safety leaders, who warn the younger children of hazardous practices. A successful and safe playground programme calls for the co-operation of the schools, parents, civic organizations, newspapers, radio and other agencies to make the general public safety-conscious.

Playgrounds should be located and designed with extremely careful consideration of all the safety problems involved.

Children should not be required to cross heavy traffic, railroad tracks and other hazards in order to reach the playground where they expect to play in safety. On the playground itself the dangerous aspects of various recreational uses must be kept in mind. For instance, adequately-sized and properly-situated areas should be laid out for baseball, so that children, playing other games, will not be endangered by batted balls. The same rule applies, for example, to the space allotted to horseshoe pitching courts.

Playground devices should be set up in well-defined, protected locations, and play areas used by small children should be enclosed. Riding of bicycles on playgrounds is dan-

gerous. To discourage this practice, steel racks should be placed at the play areas for the safe, neat and efficient parking of bikes.

Proper construction, installation, maintenance and use of swings, slides and other apparatus are prime requisites for promoting safety on playgrounds.

First of all, the apparatus must be well-designed and ruggedly built to assure many years of perfect, repair-free service or maintenance becomes a real problem.

When purchasing equipment, you will be safe if you specify certified Grade-A malleable frame fittings of the clamp type, tested to 50,000 pounds tensile strength, fully guaranteed against breakage. You should avoid threaded fittings, grey iron fittings or fittings which necessitate drilling the top beams of swing or combination unit frames. All such fittings reduce the strength of the equipment, multiply maintenance and repair costs, and reduce the safety factors so essential in apparatus for public use. Avoid makeshift, unsightly welded joints or fittings, for welding in many ways complicates the work of installation, makes repair or replacement doubly difficult. Welding destroys the protective zinc coating of the galvanized finish also.

It is also very important that playground equipment be correctly installed, with adequate concrete footings and perfect alignment of all frame members to assure maximum structural strength and rigidity. Properly installed, the equipment then is ready and able to withstand years of the severe use and abuse it will receive. Detailed but easy-to-read blueprints, which show the ground plans and outline the recommended procedures for installing each unit of its manufacture, should be furnished by the manufacturers.

With a view toward safety, apparatus should be installed at the proper heights for the respective age groups. Play areas for the various age groups also should be well defined.

After the equipment is correctly installed, a careful, thorough maintenance programme will avert playground accidents. Inspect equip-

ment regularly. Defective equipment should be promptly taken out of use and repaired. Hazards under apparatus, such as exposed pipes and unsafe surfacing, should be removed.

Makeshift repairs or temporary patching-up of badly worn or shoddy equipment is false economy and actually develops additional hazards for the youngsters. Instead, repairs should be made thoroughly and in a workmanlike manner.

Each individual piece of equipment presents its own peculiar safety aspects with regard to construction, installation, maintenance and use.

Let us consider the swing, one of the most popular and oldest types of recreational equipment.

Since a swing is subjected to much stress, it should be set in concrete and tested to see that it is absolutely vertical. Swing hangers deteriorate from neglect, but there is no worry on that score when they are made of certified malleable iron with an oil-impregnated bronze bearing, which requires no oiling.

Many school and municipal playgrounds are now replacing their worn, outmoded swing seats with patented rubber swing seat. There are no sharp corners, rough edges or massive end castings to cause injury to the child. A strong hardwood core, with all edges smoothly rounded, is encased in a heavy covering of live, shock-absorbing top quality rubber, comfortably ribbed to prevent slipping.

Here are some safety tips for children using swings:

Don't stand or kneel on swings. Don't climb on frames. Don't jump off the swing when it is still in motion. Don't stand near swings in motion. Don't swing crookedly. Don't hold a smaller child on your lap while swinging.

While the slide is always a thriller for the youngsters, this equipment need not present any serious dangers on a well-supervised playground.

Steps and braces on the slide should be firm. It should be free from splinters, screws and nails. All-steel slides at once eliminate the possibility of injuries from the splinters that are so often present

in poorly maintained wooden chute siderails.

Maximum safety is assured by a large, roomy platform heavily ribbed to prevent slipping. Stair treads should also be heavily ribbed, and improved handrails, made of tested steel pipe, are additional safety features.

Soft, clean sand should be placed at the bottom of the slide to cushion the landing off the end of the chute. Horseplay has caused some accidents on slides. Dangerous practices to avoid include: overcrowding on the platform, more than one youngster sliding at one time, sliding backwards, and crawling or running up the slide.

One of the finest exercise-giving pieces of apparatus is the castle tower (American Playground Device Co.) which, when properly installed, maintained and supervised, assures safety while children satisfy that urge to climb. It keeps them off trees, fences, housetops and other risky perches.

A companion climbing structure is the castle walk, which will accommodate as many as sixty youngsters at one time as they explore their way to sounder health, conjuring visions of ancient castles, moats and battlements, arching bridges and mysterious caverns.

Extreme carelessness, however, sometimes will cause accidents on climbing structures. Here are some safety suggestions in this respect for the youngsters. Don't play tricks on them. Don't step on the hands and feet of other children. Hold on carefully. Playing tag, jumping up and down, and other showing-off antics may cause bad falls.

The see-saw board is accepted as "must" equipment on every playground. Since the see-saw is made of wood it should be inspected regularly for badly worn, splintery or cracked boards, which are definitely dangerous to children. Defective boards should be either repaired or replaced promptly.

See-saw fulcrums, which compensate for the varying weights of children, should be protected to prevent catching the fingers of the children near the centre of the board. Children should be advised

(Continued on page 46)

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as follows on the safe use of seesaws. Give warning to person on other end before getting off. Hold board tightly when getting off and let it rise gradually so child on the other end may get off safely. Keep a firm hold, sit facing each other, and don't bump end of board on the ground. Sit only; don't stand on board. Only two should sit on board at one time.

Somewhat similar safety precautions will apply to the use of horizontal ladders, flying rings, giant strides and other apparatus. These safety rules should be posted conspicuously in the immediate vicinity of the equipment. Vigilant supervision on the part of playground leaders will encourage proper and safe use.

Promoting playground safety,

after all, is a community education programme. It must be dinned into the ears of youngsters day in and day out until they become so safety-conscious that they will do the right thing automatically. And their elders can make play much safer for them by using their heads and money wisely to purchase and maintain extra-safe playground facilities.

Financing Education in the New York City Area

To protect the quality of their public schools against inflationary costs, many communities in the New York City area have more than doubled school expenditures in the past 12 years, according to a report issued by the Metropolitan School Study Council, an affiliate of the Institute of Administrative Research, Teachers College, Columbia University. The extra money spent by the communities includes the doubling of teachers' salaries. Of the 40,363 teachers in these schools, more than half are receiving at least \$5,813 a year.

The study, "Financing Council Schools, 1952-53," is an annual report on the cost of public education in the 60 school systems that are members of the council. The member schools, located in New York, New Jersey, and Connecticut, "are probably the best supported group of public schools in the United States," according to Paul R. Mort, executive officer of the institute and professor of educational administration in the college. In attempting to maintain the quality of their education programmes despite inflation and a growing number of students, council communities have increased school expenditures by 119 per cent since the 1939-40 school year.

The increased expenditures have been used to provide higher salaries for teachers and to cover a 91 per cent rise in prices reported by the Consumers Price Index for this period. Despite the increased cost of school equipment and supplies, the highest item—more than 80 per cent—in the schools' budgets is salaries. The cost of personnel services in all fields has risen 260 per cent of 1939-40 figures. Thus, salary costs

have had to be increased drastically to prevent a personnel shortage.

It was generally found that the greater the total school expenditure per pupil, the greater proportion of the budget is allotted for better instruction, particularly for teachers' salaries. The average salary for a teacher in the United States is \$3,405. Salaries for council schools ranged from \$2,400 to \$7,200, with 83 teachers receiving more than \$7,000 a year. Last year, only 18 teachers were in this salary bracket. Only six teachers receive less than \$2,600.

Almost all the school systems reported that pay increases for teachers were made according to salary schedules, rather than on "merit systems" based on individual consideration. The salary schedules, covering both elementary- and secondary-school teachers, are based on training and experience, rather than on the type of class taught or the age of pupils.

The average yearly school expenditure in these cities and towns for each pupil is \$442, almost twice as much as the cost of educating a child in the average American school system. Only 20 per cent of this appropriation comes from state aid. On the national level, the average public-school system spends \$228.40 a pupil of which 44.6 per cent is supplied by state aid. Pressure for more money for schools is likely to continue through 1953-54, the report concludes, since there will be an increase in the number of pupils to be served and "little likelihood of a marked lowering of prices."—School and Society.

Ontario Lays Plans to Attract More Teachers

A new course intended to alleviate the teacher shortage in the Province will be introduced in September in Ontario's seven teachers' colleges.

Prospective Ontario teachers will now have the choice of two courses: for those having completed Grade 13, the usual one-year course; for those graduating from Grade 12, the new two-year course.

The new course will enable Grade 12 graduates to by-pass the difficult final year of high school. Since there is greater pool of possible teachers in Grade 12 than in Grade 13, the attraction of the new course should sensibly increase enrolment in the teachers' colleges.

The new course will combine professional and gen-

eral subjects. According to a tentative curriculum, first year will include English grammar and composition, geography, child psychology, school organization and management, methods of teaching junior English, art, science and music, general methodology, religious instruction, audio-visual and actual practice teaching. The second year of the course will include English literature, history and educational psychology; history of education, industrial arts of home economics and a study of the school and the community; methods of teaching senior English, social studies, mathematics and religious education; supplementary courses on school libraries and children's literature; plus some more practice teaching.

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Specifications

Seat Heights 18", 16"
Writing Surface 30 $\frac{1}{4}$ " x 22 $\frac{1}{4}$ " x 17" deep
Shipping Weights 40, 39 lbs.



No. 501 LL

Though compact in size the box provides ample room for books and is available in either lifting-lid or open front design.

Specifications

Seat Heights 18", 16", 14"
Writing Surface 24 $\frac{1}{2}$ " x 18 $\frac{3}{4}$ "
Shipping Weights 51, 50, 47 lbs.

No. 501 OF (not illustrated)

Design is the same as the 501 LL illustration but with Open Front book box in place of the lifting lid.

Seat Heights 18", 16", 14"
Writing Surface 22 $\frac{1}{2}$ " x 18 $\frac{1}{2}$ "
Shipping Weights 47, 46, 43 lbs.



No. 819 TABS

Note the extra large size tablet arm in this practical design. Flared out tablet support permits full knee freedom.

Specifications

Seat Height 18"
Writing Surface 28 $\frac{1}{4}$ " x 20 $\frac{1}{2}$ " x 14 $\frac{1}{2}$ " deep
Shipping Weight 30 lbs.

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10th Annual Convention, June 24, 25, 26, 1953

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CONVENTION PROGRAMME

Wednesday Afternoon, June 24th

Report of the President

President P. M. Muir,
Business Administrator, York Township.

Address: Education For What?

Headmaster Robert E. Rourke,
Pickering College, Newmarket.

Thursday Morning, June 25th

Report of Committee on the School for Caretakers

Vice-President Gordon E. Haram, P.S. Board, Ottawa.

A Message from the Department of Education

Mr. L. S. Beattie, Superintendent of Secondary Education.

Thursday Afternoon, June 25th

Report of Committee on School Accounting

Chairman J. Bramm, Board of Education, Kitchener.

Report of Committee on Public Relations

Chairman R. A. McLeod, Board of Education,
Stamford Township

School Law: Question and Answers

Mr. D. Hillis Osborne, Q.C., Solicitor, B. of E., Toronto.

Friday Morning, June 26th

Address: Care of Chalkboards

Mr. Kemp Huber, of the Weber Costello Company.

Friday Afternoon, June 26th

Address: Community Use of the School Plant

Rev. W. Goth, Metropolitan United Church, London.

Report of the Nominations Committee.

Installation of New Officers for 1954.

85,000 Now Studying Abroad

Eighty-five thousand students throughout the world went abroad last year to study in universities and other institutions of higher learning, the United Nations Educational Scientific and Cultural Organization reported in Paris.

A Unesco survey of fifty-five countries covering the 1951-1952 school year showed that Europe and North America are exactly equal in enrollment of foreign students. Each continent accounted for 38 per cent of the total.

The United States led in foreign enrollment with 30,332 students. Second was France with 8,946 and the United Kingdom was third with 5,856. (The British figure is expected to be higher when more complete returns are available.

Other leading countries were Egypt, 4,531; Switzerland, 4,363; the Vatican, 3,473; Mexico, 3,068; Germany, 2,944; Japan, 2,747; Argentina, 2,017; Italy, 1,445; Uruguay, 1,192; Spain, 1,160, and Belgium, 1,052.

Unesco authorities state that these returns cover only an estimated 80 per cent of foreign students in the countries named because not all universities sent in reports.

New Zealand's Information Service on Arts and Crafts

An information service on Arts and Crafts has been set up in rural New Zealand to help teachers in schools where specialists in arts and crafts do not make frequent visits.

The service will give advice on problems in the teaching of arts and crafts, useful books on these topics, suitability and availability of materials, etc. The centre will also offer criticisms of art work submitted and will circulate small exhibits of children's art work to stimulate class interest.

Elementary School-Teaching Staffs on Agenda of Geneva Meeting

The training and situation of elementary school-teachers will be the principal subjects on the agenda of the Sixteenth International Conference of Public Education from 6-15 July, 1953, in Geneva. The Conference is organized jointly by Unesco and the International Bureau of Education. Both topics will be considered in relation to the efforts of Unesco and the I.B.E. to extend free and compulsory education.

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THE SCHOOL PROGRESS BOOK SHELF

Curriculum Trends in Canadian Education, by H. L. Campbell. W. J. Gage, Toronto, \$1.25.

In this, the fourth of the Quance Lecture series, Mr. Campbell discusses curriculum development in Canada during the past hundred years. He gives his opinions of the forces which have moulded and are moulding the scope and content of Canadian curricula, and comments on the recurring criticism of modern functional education. The author makes his observations on trends in curriculum — the directions in which Canadian curricula seems to be moving.

Mr. Campbell is particularly enthusiastic about the trend "... away from the Rigid Grade System" and his discussion of this trend and its potentialities is especially informative and challenging.

Mr. Harold L. Campbell began his teaching career in a one-room rural school and went on to become Deputy Superintendent of Education for the Province of British Columbia. His wide and varied experience has most suitably qualified him to speak and write on **Curriculum Trends in Canadian Education**.

The Quance Lectures in Canadian

Education given annually at the University of Saskatchewan are a notable contribution not only to the study of education in the Dominion but also to Canadian literature on the subject in which Canada is unfortunately short. With the publication of **Curriculum Trends in Canadian Education**, the fourth Quance Lecture, W. J. Gage & Company are building a tradition of service which every Canadian educationalist should appreciate most highly because it enables them to collect these important lectures in printed form for careful reading and study and it is confidently suggested, for frequent reference. The books comprise the thinking of the best Canadian authorities on the subjects.

The four beautifully printed little volumes published to date are:

Althouse: *Structure and Aims of Canadian Education*.

Lazerte: *Teacher Education in Canada*.

Percival: *Should We All Think Alike?*

Campbell: *Curriculum Trends in Canadian Education*.

Copies of all these lectures are still available at only \$1.25 a copy.

Exploring Occupations — Three text-notebooks the course in occupations by M. D. Parmenter, Vocational Guidance Centre, 371 Bloor St. West, Toronto.

Copies of three revised text-notebooks making up the occupations course previously published by the Vocational Guidance Centre, Ontario College of Education, have been received for review. It is noted that they have been carefully revised and enlarged in the latest edition.

The occupations course is organized in three text-notebooks, each one representing a unit of study in the complete course. Unit 1 studies the "why" of occupational courses and aims to get the student to know himself, his capabilities, and his interests. Unit 2 moves a step further by introducing the student to the study of occupational fields, groups or families, and to the study of individual occupations within these groups or families. Unit 3 finally leads the student on to making a definite choice of a future occupation. Thus, the course moves by logical steps from an introduction to a final conclusion when the student makes a decision for himself.

Professor Morgan D. Parmenter, the author of the course, is careful to point out that the text-notebooks are only intended as a guide to the teacher and student, not as a complete course in the subject. Teachers and students are advised to go far beyond the limits of the text and gather further data

covering the occupational field. The three text-notebooks of the course are further described as follows:

Unit No. 1—**You and Your Future**—Revised edition published 1953. 56 pages, 8 pages more than in any previous edition. Includes 1951 census data. Used chiefly in Grade IX . . . 31c per copy.

Unit No. 2—**Exploring Occupations**—Revised edition published 1953. 72 pages, 8 pages more than in any previous edition. Includes 1951 census data. Used chiefly in Grade IX . . . 31c per copy.

Unit No. 3—**Success in the World of Work**—Revised edition published in November, 1952. 8 pages more than in any previous edition. Used chiefly in Grades IX and XIII . . . 31c per copy.

It is evident from examination of these books that this latest revised edition should provide a very welcome help to guidance of teachers in all Canadian schools.

Program Aids — Index of Industrial and Commercial Pamphlets — Canadian Manufacturers Association — Toronto.

"There are more things in heaven and earth, Horatio, than are dreamt of in your philosophy," said Hamlet and, by the same token, there are more things in education than are taught us in our schools.

The chief librarian of the New York public library is reported to have said: "Give me a library of pamphlets and

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I can answer any reference question." This may not be entirely true, but there can be no doubt about the fact that pamphlets are becoming more and more a part of our general education system and recognized by competent authorities as of considerable value for that purpose.

This development in education is, in its way, a challenge to industry. Probably no aspect of Canadian life has grown so fast and spread so much in recent years as the industrial one and it thereby follows that this is the branch of education in which Canadians as a whole are most in need of expert instruction.

This is of course no slur upon our education system within its own scope. How could the general education of any country possibly keep pace with a development which has increased by 87.5 per cent in six years? The Canadian Trade Index alone has had to add nearly 200 new product headings in the last three years in order to keep itself up-to-date as a comprehensive list of the articles made in Canada. Nevertheless, as we have said, a weakness exists and, be the reason what it may, that in turn provides a challenge which capable men must meet.

That Canadian industrialists are meeting the challenge is proven by the hundreds of companies which compile pamphlets telling the story of—and

back of—their product and allowing these pamphlets to be distributed broadly to all interested people and groups, including school teachers and school librarians.

Program Aids, an index of only some of these pamphlets which was compiled by the Canadian Association for Adult Education in co-operation with the Canadian Manufacturers' Association and the Canadian Chamber of Commerce, lists 480 publications by 89 Canadian business firms and that is by no means the sum total of them. Literally, the number of publications run into the thousands and the number of company publishers into the hundreds.

There is no doubt that industry can contribute an even greater part in the educational system of our country. So much in the world today is new that general school curricula could never hope to cover it all. It is even too much for the teachers—in order to teach a subject, they must have textbooks written in language they can understand and advisers who can explain with clarity. There is at the present time only one source of supply for this knowledge and instruction—the industries of Canada themselves.

(Incidentally, the Education Department of the Canadian Manufacturers' Association still has a limited number of copies of **Program Aids** left. Until the supply is exhausted, school teachers

are invited to write and ask for a free copy.)

Studies and Impressions 1902-1952 — University of London Institute of Education, British Book Services, Toronto, \$3.50.

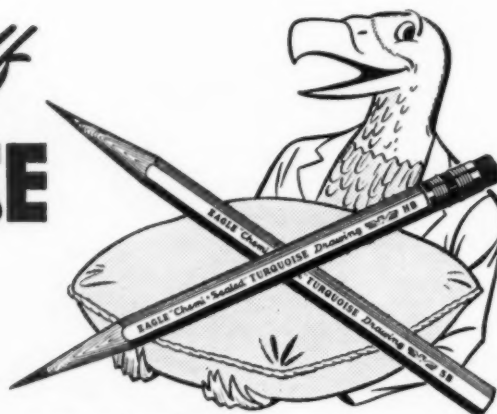
Jubilee Lectures — University of London Institute of Education, British Book Services, Toronto, \$2.50.

Canadian educationists are or should be vitally interested in the activities of the University of London Institute of Education which has been doing such a wonderful job in bringing the teaching profession in the different parts of the British Empire together since 1902. Several Canadians now hold fellowships or bursaries at the Institute, and three more will commence studies next fall under fellowships provided by the Imperial Relations Trust Fellowship, Garfield Weston and the Book Publishers Fellowship. This being the case, readers will be interested in the two volumes mentioned above which tell the story of the development of the Institute, and what those educationists who have had the advantage of studying there think of the work done, and give their impressions while studying there. Both volumes are symposiums of opinion, and thereby become very interesting as a great many important names in education are contributors.

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pressions are the loving and devoted work of many. While they lack the unity which can only flow from a single pen their diversity brings a strength of its own. Each contributor writes from his own knowledge of some part of the history of the Institute in which he has been personally involved. Each gives his own recollections of the great personalities who built up a recognized approach to education which they communicated with enthusiasm and energy to their students.

Fifty waves of students have made a college. They have joined here with tutors and administrators to describe the work and development of a living institution which for half a century has served perhaps the most vital profession in any community.

The Jubilee Lectures were given by a group of very distinguished speakers including Right Honourable R. A. Butler, architect of the 1944 Education Act in England, and commemorate the fiftieth birthday of the University of London Institute of Education.

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The skill of maturity and the vigour of youth alike are reflected in the successful creation of an area training scheme whereby two constituent departments and thirty-three constituent colleges have been brought into the Institute.

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The Wonderful World of Books—Published by Unesco—University of Toronto Book Room—Toronto.

Of all the treasure houses which men have created for their lasting pleasure and profit, few offer greater riches and rewards than the public library. For the reading of books opens magical doors to the dreams and deeds of all men in all places, at all times. And a public library helps to make conveniently available the vast store of information, inspiration and entertainment contained in "The Wonderful World of Books."

This is itself the title of a 320-page book, a helpful guide to the pleasures of reading, published in the United States as a non-profit educational enterprise, through the co-operation of 67 experts—authorities in education, publishing, library work and other fields concerned with extending reading horizons.

One section of the book contains a

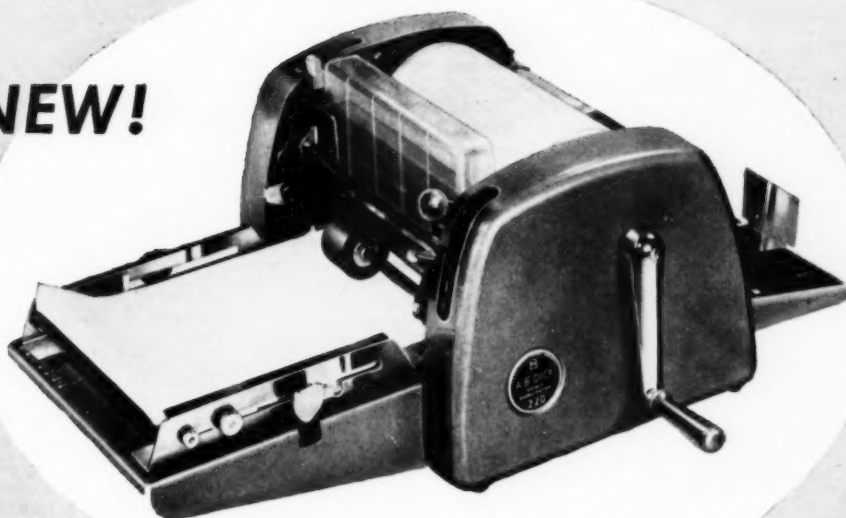
series of 14 articles which explains in detail how readers of all ages and interests can use libraries more effectively, and how they can better serve the public. Visits to the Library of Congress and to libraries in large and small towns are described. There are chapters of special interest to parents and teachers of children; and also to library workers—"Library Work as a Profession," "How to Start a Public Library" and "Financing Small Libraries." In addition, methods of using "bookmobiles" and of carrying out money-raising campaigns to help libraries are explained.

In 11 other sections of "The Wonderful World of Books", the editor, Alfred Stefferud, has had the contributors of the volume's total of 72 articles cover such subjects as: "Books as Friends, The Pleasures of Reading, Reading among Friends, Reading more Effectively, Books Look Upward, City and Country, Reading for Citizens, Toward Wider Horizons, Choosing and Using Books, Writers and Publishers, Books for Everyone."

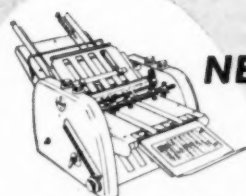
The basic purposes of the book are to offer practical suggestions to readers who have felt handicapped by lack of time or poor reading skill; and to give persons professionally engaged in education, communications or organizational activities an indispensable tool for encouraging and directing better reading among those with whom they work.

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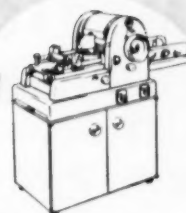
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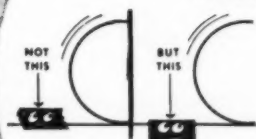
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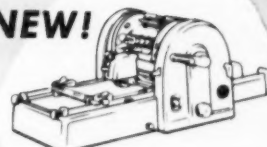
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2. Can you find the word or phrase that is the nearest in meaning to each of the key words in the following group?
3. Write the word found in the group of starred words that matches each of the following meanings.
4. Write the correct syllabication of each word in the first and fourth columns of the Spelling List.
5. From the starred words in the Spelling List, select a word which may be substituted for the underlined word or group of words in each of the following sentences.
6. Write the word that does not belong in each of the following groups.
7. Select the starred word in the Spelling List required in the blank space in each of the following sentences.
8. From the starred words in the Spelling List, select the word necessary to complete the meaning of the second sentence in each of the following statements.
9. Write the plural possessive of each of the words in the Spelling List marked with a dagger.
10. Select the word in brackets in each of the following sentences which conveys the desired meaning.

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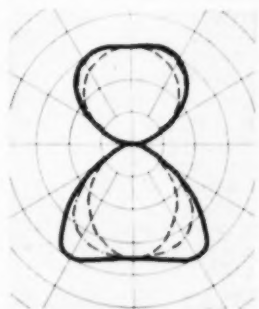
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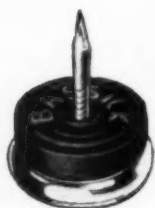
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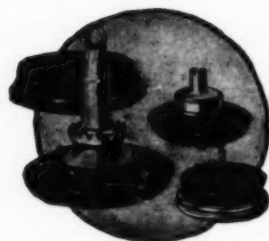
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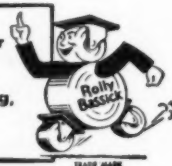
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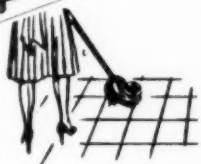
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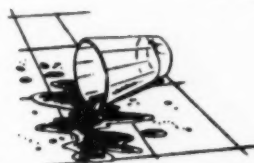
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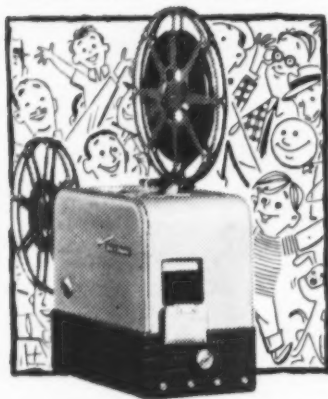
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VISUAL EDUCATION AIDS

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CBC Wins 10 Radio Awards In American Competition

Canadian Broadcasting Corporation programmes have been given five first awards and five honourable mentions in the 17th American Exhibition of Educational Radio Programmes, held by the Institute for Education by Radio-Television at Ohio State University.

First awards, the Institute's highest recognition, went to the CBC series "Summer Fallow", a sequence of plays and documentaries, for "effectively interpreting rural problems in an entertaining manner for the urban as well as the rural audience"; "Return Journey", a series on the rehabilitation of alcoholics, for "a superb production of high dramatic appeal without sacrifice of integrity or authenticity"; "Cross Section", a series on aspects of Canadian industrial life, for "a concept of the true meaning of educational radio . . . making this series outstanding in any field of radio"; and to a one-occasion broadcast, "Her Majesty the Queen", produced by CBC to mark the birthday of Queen Elizabeth. The judges cited this program for "an intelligent, accurate, appealing, interpretive radio report to the people of Canada on the Royal Tour of the Dominion by the British Royal Couple. This programme combined all elements of fine broadcasting."

The final First Award was given to "The Prairie Gardener", a programme series from CBC Winnipeg, "for effectively transmitting to a diversified audience the technical know-how of gardening, yet keeping that information in simple and understandable terms."

Four of the CBC's first awards came in the national network category, out of a total of nine first awards given for programmes heard nationally, in Canada or the United States. Of the other first awards, two went to orga-

nizations sponsoring programmes heard by transcription in the United States, two were for the United States National Association of Educational Broadcasters, and one went to the National Broadcasting Company.

Honourable mention, the only other awards given by the Ohio Institute, went to the CBC series of Bible stories, "The Way of the Spirit", for "significant integration of current problems with religious history"; "Tales for the Hundred Thousand", a summer drama series cited for superior writing, production and acting; to a series of CBC documentaries on atomic energy, iron ore developments, etc., for "effectively demonstrating one of radio's principal functions as a medium of communication"; and to "Working Together", a school broadcast series produced by CBC and the departments of education of the western provinces.

The fifth honourable mention went to the CBC International Service for the series "Canadian Primer", cited for "an entertaining as well as informative presentation of the basic facts about Canada". The judges added, "Rich in information, humour, and communication value, this series should provide a large foreign audience with an essential first step in understanding Canada."

In commenting on the awards, an official of Ohio State University singled out the "high proportion of awards to Canadian programmes" in the category of programmes heard nationally, and said that each judging centre worked entirely independently without knowledge of the selections made in other classes. He added: "The laudatory comments for Canadian programmes by the various judging centres is a tribute to Canadian broadcasting."

The Tape Recorder as a Classroom Aid

By A. J. Palmer, President Ampro Corporation

Roughly five years have elapsed since the introduction of a tape recorder whose design and cost permit its use as a practical aid to teachers and students in daily classroom activities.

In thousands of schools throughout the country, the magnetic tape recorder now has its proper place alongside such other aids as motion pictures and slide projectors. Cost is no longer a deterrent.

Reviewing the phenomenal growth and acceptance of tape recorders, one cannot help but be impressed with one outstanding and major conclusion: the tape recorder must be filling a long felt

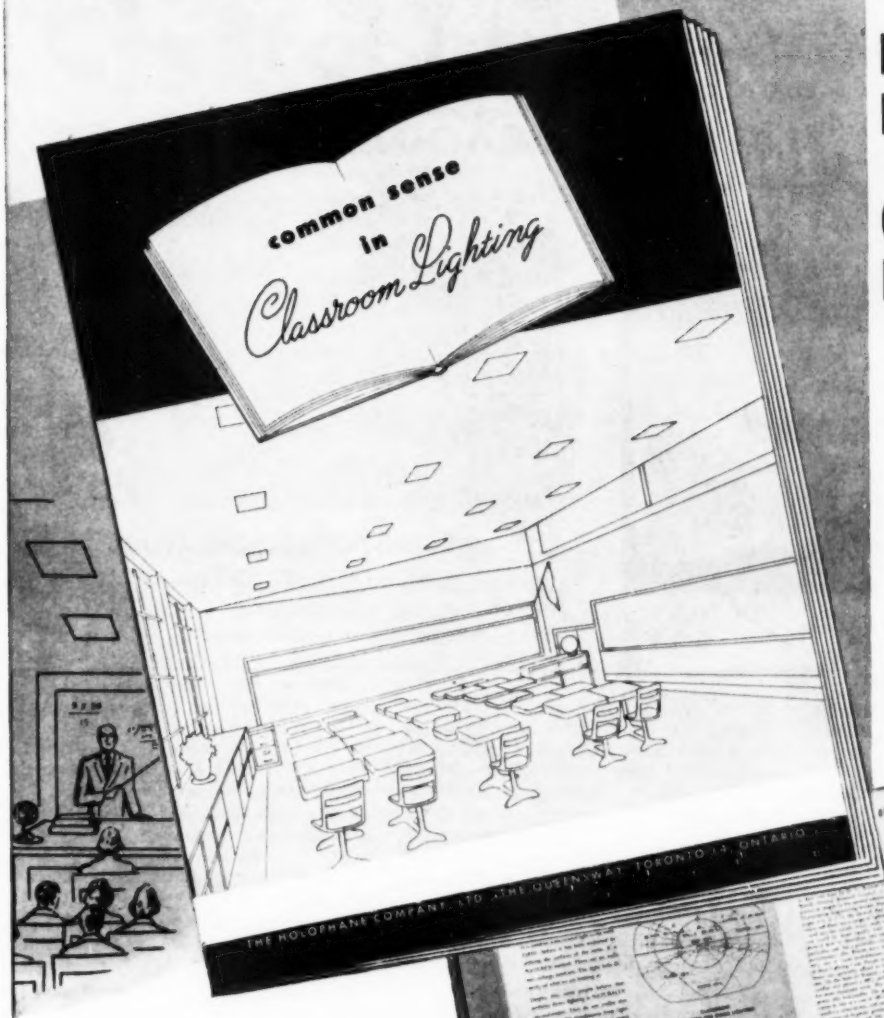
need for a teaching aid which serves not one or two or a half-dozen, but literally an endless number of educative functions.

These uses range from speech correction to foreign language study, from public speaking to remedial reading. The list is long and every day it becomes longer.

The recorder has naturally assumed its greatest importance in those activities directly connected with the use of words, namely, in reading, speaking, foreign language study, and poetry and drama.

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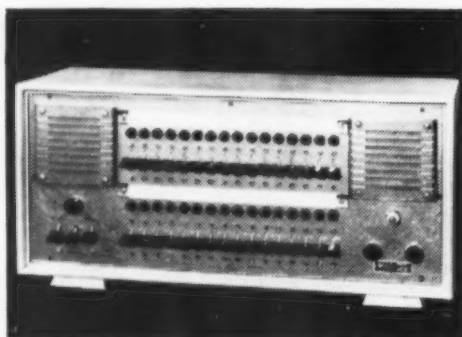
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following a recitation, a complete aural picture of his endeavour, dramatically shows to him any flaws or mistakes. In addition, the tape becomes a permanent record of progress and a constant source of stimulation to further betterment.

It has been found, too, that children whose pronunciation is incorrect, respond more quickly upon hearing their own mistakes than by only being told of these by their teacher. Here, recorders have proved an invaluable tool to the teacher and student alike.

The obvious value of using the recorder for individual student analysis in the teaching of foreign languages, is further enhanced by making recordings of natives who speak the language with all the accents, inflections, and intonations peculiar to it.

An interesting fact revealed in this check of the uses of tape recorders is that a large number of schools have begun using them to enliven the teaching of poetry and drama in English courses. The simple expedient of allowing students to hear as well as read the classics of literature produces an extremely high degree of interest on their part. This is the long sought-after device teachers need to kindle the fire of literary appreciation.

In higher grades, one of the best motivations for original writing of prose and poetry is a recording done by the author. Plays written by a

group become more exciting when recorded on tape. Of course, students then also have the added facility for evaluating their own work.

For science classes, at the high school level, the recorder itself offers a subject for classroom discussion, covering such allied topics in physics as electricity, magnetism, motors, and the vacuum tube. In addition the machine can be applied to the recording of laboratory techniques, formulae, and step-by-step scientific procedure.

Newsworthy events, recorded on tape and catalogued as part of a growing library expressing the dynamic structure of our society, can not only add to daily classroom interest, but take on historical importance through the years. Civics, history, social studies, sports, the drama — all may be related to educational processes for both today and tomorrow.

As already indicated, no cut-and-dried table of contents covering tape recorder uses in the schools can be written, since every day new and unexplored applications are uncovered. Certainly the use of recorders for evaluating public speaking ability is important. So too is their place in the home study, for both temporarily at-home pupils, and the regular correspondence student.

One usually overlooked use of the tape recorder in schools, however, is its place in the library. A permanent

tape recorder in the school library gives these practical uses: replacement of old musical recordings and production of new ones on tape; collecting recorded speeches, book talks, and plays; providing an aural "manual" of library procedure; and "on-the-spot" recordings of current events like presidential addresses and political conventions.

During the coming years, technological advances in the design and manufacture of magnetic tape recorders are bound to increase their scope and application in education. Still, the avenues remaining to be explored with today's tape recorder are limitless.

Film Reading by EBF

Encyclopaedia Britannica Films, Inc., and D. C. Heath have contracted to produce eight more Film Reader texts based upon EBF educational motion pictures.

The Film Readers are a new method of teaching reading. The films are short and geared to child age levels. Heath publishes text drawn from the narration of the film; the illustrations are stills, also from the picture.

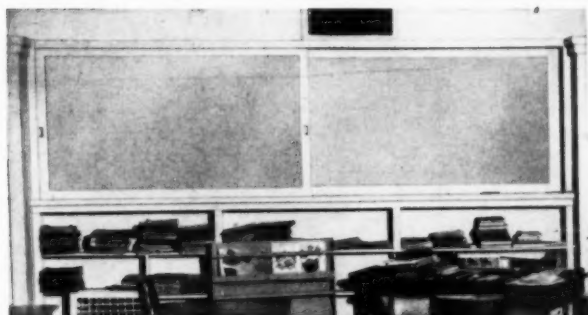
The new Readers will be "Airport", "Elephants", "The Doctor", "Tugboats", "Billy and Nanny", "Bus Driver", "Circus Day in Our Town", and "Visit with Cowboys".

EBF Films are available through most visual aid dealers.

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Non-Scratch "Phono-Gard" Now Engineered for Three Speeds

When it was originally introduced as a single-speed machine that permanently banished record scratch-damage, the Gray Line Phono-Gard was regarded as a revolutionary development. Exhibited for the first time recently as a three-speed machine that could handle the three sizes of records, without ever scratching them, it attracted renewed attention. The device is of very real interest to schools as well where the playing of records approximates the wear and damage suffered in store demonstration of records.

Mr. Edward Gray, inventor of the

device, states that the widespread interest in his Phono-Gard results from the fact that it definitely overcomes the problem of record-scratch damage for the first time. In addition to playing records without scratching them, at any time, the tone arm is isolated so that it cannot be handled. The Phono-Gard provides a tamper-proof mechanism, selects and replays any portion of a record by remote control, stops cartridge or needle theft and removes needle fuzz at every play.

Simply stated, the entire principle of the new Phono-Gard development is presented as follows: When a record is placed on the turntable, an auto-

matic cycle is initiated by merely pressing a button. This sets the mechanism in motion. A transparent canopy moves forward and completely isolates the turntable and record. Simultaneously, the tone arm moves from its locked and inaccessible position at the rear of the cabinet and is properly positioned over the recording. After the canopy completes its forward motion, the arm is gently lowered into playing position. When the record has been played in its entirety, this action is reversed.

The advantages that Phono-Gard offers to record dealers, for example, are so outstanding as to revolutionize their previous concepts of record demonstrations. Now they can entrust their recordings to the public—let them be played and demonstrated freely in booths or on counters, without being concerned as to whether the recordings or the machine may be damaged.

The ability of the Phono-Gard to play all three sizes of records without the use of an adapter or inserts results from the incorporation of a patented triple-finger mechanism in the turntable. These sensitive metal fingers are grouped around the spindle and are depressed when a standard-hole record is put in playing position. They spring back up to their normal height as the platter is removed. When a large-hole record is placed on the spindle, they act to hold it firmly in playing position.

The first announcement of the Phono-Gard Record Player-Demonstrator, some months ago, resulted in arousing widespread interest not only among record dealers, but among schools, libraries, institutions, parents and collectors, as well as individuals who are charged with industrial programming.

Inquiries directed to Grayline Engineering Company, 12233 Avenue "O", Chicago 33, Illinois.

Webcor Tape Recorder

The use of the tape recorder in schools is growing rapidly all across the continent, the reason being the great flexibility of this instrument in use by many departments of school study. Readers, therefore, will be interested in information on the well-known Webcor tape recorder now available in Canada through Canadian Marconi Company dealers throughout the Dominion.

The makers claim with justice that the Webcor tape recorder has all the most wanted features for school use. The machine is made to high standards required for music reproduction as well as voice and is pre-tested for strength, flexibility and those electrical properties necessary for high fidelity recording and reproduction. The Webcor magnetic tape is of special quality and may be replayed or reused, it is claimed, hundreds of thousands of times, and is easily edited. It is provided in a specially designed carton in which it may be neatly and safely stored. A cloth-backed hinged cover

BLODGETT FLEXIBILITY PROVIDES

MENU VARIETY



You can roast, bake and do general oven cookery in a Blodgett oven because of its flexibility and capacity. Each section is separately controlled for proper heat. Foods requiring different temperatures are cooked in different decks at the same time; meat might be roasted in one section at 300°F, baking done in another at 425°F, and general oven cookery in still another at 350°F. A Blodgett is continually producing for you because it can take care of as much as 70% of the cooked food items on your menu.



BAKING

One deck holds twelve 10 in. pie tins or two 18 x 26 bun pans.

COOKING

One deck holds as many as 116 casseroles or comparative capacity.

ROASTING

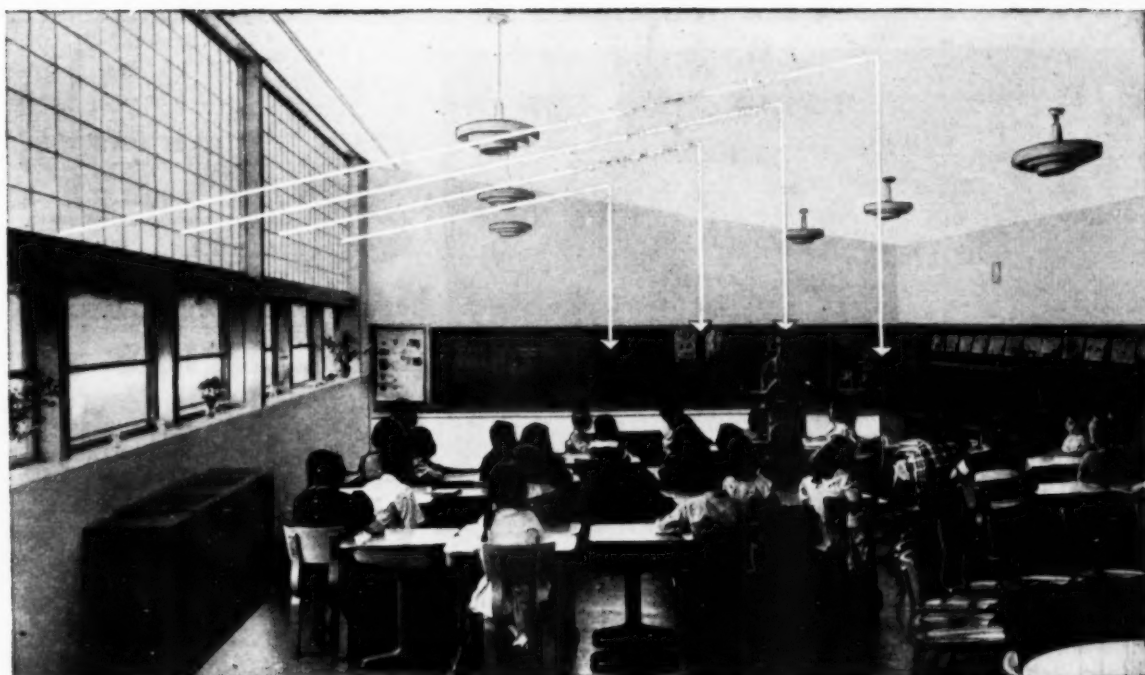
One deck has capacity for five 25 lb. turkeys or equal capacity.

All at the Same Time!

Blodgett makes ovens from its "Basic Three" design which provides the units to make 24 models.

THE U. S. **BLODGETT** CO. INC.

Garland-Blodgett Ltd., 3256 Eglinton Avenue West, Toronto 10, Ont.



Picture of Health and Happiness

It's no accident that poor health, maladjustment, absenteeism and the development of poor vision are kept at a minimum in this classroom. It's the result of overcoming poor lighting—the biggest single cause of all these problems.

When you consider the fact that vision is involved in 80 percent of all learning and that a student spends over half his waking hours in school, you begin to realize how important good lighting is.

What is good lighting? The experts say: "... daylight that is controlled and distributed evenly, without glare, throughout a room. The glare of direct sunlight is as damaging to visual ability as not enough light."

To give good lighting, PC Glass Blocks not only diffuse the direct rays of sunlight... prisms inside the blocks direct light to every corner of the room (see illustration). The result: glare free brightness for every student in the room.

From a money-saving viewpoint, PC Glass Blocks are easier to clean, require no maintenance and their high insulating performance cuts heating costs.

For more details on how your school can benefit from this new kind of window, mail this coupon to-day.

*Better Learning
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Better Lighting*



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Please send, without obligation, your booklet on Pittsburgh Corning Glass Blocks for schools.

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Prov. _____



Slater Manual Training Benches in use at Dalewood School—Hamilton.

The Kiln-dried hardwood top is 21" x 40". Tool slots across one side keep chisels, saws, etc., within easy reach. Two vises with metal jaws 4" x 7" each have hardwood face-plates. These are flush with bench surface projecting 1/4" above metal as protection for tool blades. The frame uprights are 4 structural steel angles that can be mounted to floor. For high schools the benches are 33" high. For grade schools benches are 30". Write for further details and prices.

SLATER

MANUAL TRAINING BENCHES

These functionally designed benches have proven their practical worth in Canadian schools from coast to coast since 1922.

N. SLATER COMPANY LIMITED
HAMILTON-CANADA
MONTREAL • WINNIPEG • EDMONTON • VANCOUVER

makes it easily accessible but the reel is still kept safe on a special mounting.

The Webcor tape recorder contains a powerful P.M. speaker, enclosed and dust-free. It has two recording heads co-ordinated with two motors for smooth, efficient operation; recording and play-back speeds in both directions for every use, and a sensitive crystal microphone. The machine is housed in a luggage-type carrying case with ample storage space. It is evident that the Webcor tape recorder is a quality machine, fully dependable for every type of school use. Write for complete descriptive material and illustrations to Canadian Marconi Company, 830 Bayview Ave., Toronto or enquire at any Marconi dealer.

Parents Must Be Sensible About Child's Television

A "rational approach" to the use of television by youngsters is badly needed by parents, in the opinion of Dr. William Cochrane of the Hospital for Sick Children, writing in the current issue of *Health*.

"First, the parents should be familiar with the various types of programmes which would be suitable and those which would not be suitable for children. Such programmes as murder and gangster stories, wrestling and excessive drinking scenes should be avoided.

"Secondly, dinnertime is a time when the child is to eat its meal and

there should be no hesitation on the parents' part to shut off the television set and impress the children that they must eat their meal slowly and properly.

"Exciting and noisy programmes should not be seen by children at all, and particularly not just before bedtime. Also parents should observe the time spent indoors by their children, and if this is excessive it should be corrected. Finally, parents should make every attempt to preserve the close personal relationship between parent and child and not let it be interfered with by a man-made machine."

Dr. Cochrane admits that television can be a valuable educational medium, bringing music, art, religion and wholesome amusement to the entire family; but he points out that if it is unwisely used it can cause nightmares, recurrence of bed-wetting, deprive youngsters of exercise, fresh air and sunshine, and can seriously disrupt their eating habits.

Growing Things, 7 filmstrips in colour for primary science, Jam Handy.

Authentic and realistic drawings in this series of filmstrips present the story of growth in plants, animals and humans. The selection of plants and animals covers various types with different life cycles. The subjects chosen are those familiar to primary children. The child sees in each filmstrip what he might actually observe in nature.

The text is brief, with simple vocabulary. The selection of type, spacing and phrasing follow the approved primary reading forms.

1. **Plants Grow.** Jane plants some seeds from a jack-o'-lantern. She watches the tiny plants grow and develop flowers and fruit. In autumn, she takes a big orange pumpkin to school for a jack-o'-lantern (25 frames).

2. **Trees Grow.** In early spring, the children watch the planting of a maple tree in the school yard. They observe its buds, flowers, seeds and new leaves. The tree serves as a home for a robin and furnishes shade for playtime. In autumn, its colourful leaves are a source of beauty (24 frames).

3. **Butterflies Grow.** Dick finds a caterpillar on a milkweed plant. In the schoolroom, the children feed it and watch it eat and grow. They see it change from a caterpillar to a chrysalis and then to a beautiful Monarch butterfly (24 frames).

4. **Toads Grow.** Jack finds a string of toad eggs in a pond. He takes them to school, where the children discover how the eggs change to tadpoles and then to helpful toads (25 frames).

5. **Birds Grow.** Mother Robin builds her nest on the classroom window sill. The children see her and the father raise their family (25 frames).

6. **Rabbits Grow.** Betty's pet rabbit has babies. She watches them grow from tiny, naked, pink babies with closed eyes to hopping rabbits that



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can care for themselves. Betty gives one of the rabbits to a friend and tells her how to care for it (24 frames).

7. *We Grow.* Johnny wonders if he ever was as little as his baby sister. Mother, by means of his baby book, shows him how and why he grew (26 frames).



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"The Frustrating Fours and the Fascinating Fives", Health Film, National Film Board.

"The Frustrating Fours and the Fascinating Fives", a new 22-minute colour film written and produced for the Department of National Health and Welfare by Crawley Films is now being distributed throughout Canada by the National Film Board, and in the United States by McGraw-Hill Text Films.

The motion picture is the third in the series "Ages and Stages", being made to be shown to parent and teacher groups. Two others, "He Acts His Age", and "The Terrible Twos and Trusting Threes", have already been released. The film is a study of the behaviour of four-and-five-year-old children at home and at nursery school. Young Roddy presents typical examples of the actions of a child at these ages, as the film follows his development and that of his classmates — the vacillation between infantile helplessness and vigorous self-assertion at four; the development of independence and the beginnings of co-operation at five.

To parents the film gives advice and encouragement and asserts that, unpredictable as their behaviour may be, it's fun to help in the development of the fours and the fives.

Cottontail Fables—6 Teaching Filmstrips

Release of six new Encyclopaedia Britannica Filmstrips marks a new step toward EBF's goal of 272 individual strips usable as teaching tools in schools.

The new series is titled "Cottontail Fables." It is composed of six individual filmstrips, in color. They were produced by Simmel-Meservey.

Primary grades and kindergarten, and library story hours as well as primary Sunday School classes will find these strips useful because of their delightful little stories of the dilemmas of rabbits. The strips correlate closely with a wide segment of lower grade curricula in reading and language arts.

In addition, they hammer home simple moral lessons in obedience, property rights, and working together. The titles make this clear:

Other People's Property
Obedience Pays
Greediness Doesn't Pay
Chasing Rainbows
Mother Knows Best
We Work Together

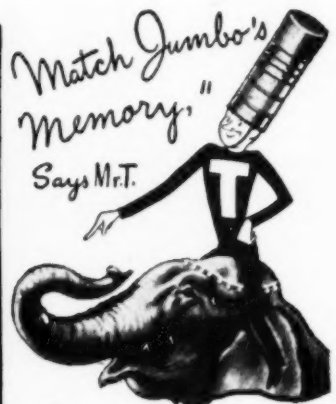
Each is approximately 40 frames in length, not including title frames. All are 35 mm.

These strips, like all EBF filmstrips, are designed to increase the usefulness of every audio-visual program by augmenting film libraries with basic curriculum material. They are divided into 43 categories with the necessary number of strips in each.

Categories are dovetailed with curricula throughout the school system in elementary, upper elementary and high school levels. They range from Children of Many Lands to Contemporary American Paintings, a series based on EBF's famous art collection.

Special Television Issue of Unesco Courier

Television, only recently regarded as a rich man's toy, and even that in only a few countries, has been exploding into prominence as a communication medium and an educational force in all parts of the world. Pleasure and enlightenment, through television, has now become available to great numbers of people who have not hitherto been reached, even by schools, newspapers or posters. To outline some of these new developments and to demonstrate ways in which television is already being used for human advancement, a special issue of the *Unesco Courier* has just been published. Single copies and bulk orders may be obtained through any Unesco Sales Agent or from Unesco, 19 Avenue Kléber, Paris 16e, France.



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you use a Dixon Ticonderoga
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Write with the strong,
smooth leads... see the
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Note the eraser firmly
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ferrule with double
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not likely you'll forget

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A REAL TIME SAVER

You save the time of going to and from a driving range off campus. You don't have to retrieve balls. You can spend the full class time for instructions and practice. Students can practice at home any time.

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Enjoy realistic practice and play 18 holes of golf at home. Improve your game. Teach the youngsters golf. Fun for the whole family. Get a Voigt Golf Master for yourself.

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MANUFACTURERS and EQUIPMENT NEWS

Glidden Appoints Manager of Maintenance in Graphic Arts Sales

Mr. C. Morrison, Managing Director of the Glidden Company Limited, Canadian Division, announces the appointment of Mr. A. R. Montgomery to the position of Manager of Maintenance and Graphic Arts Sales. For the past two years, Mr. Montgomery has been representing the Company in Maintenance and Graphic Arts sales in Toronto.

Reo Motors Appoints New General Sales Manager

The appointment of Richard Groom as General Sales Manager of Reo Motor Company of Canada, Limited, has been announced by R. J. Telford, Vice-President and General Manager.

Mr. Groom brings to the Reo organization an extensive knowledge of truck and bus operations gained during eight years with the Firestone Tire & Rubber Company of Canada, Limited. He joined Firestone in Hamilton in 1945 as truck and bus fleet salesman in that district following four years service in the R.C.A.F. For the past four years he has been District Manager for Firestone, first in London and more recently in Toronto.

At present residing in Toronto, Mr. Groom was born and educated in Hamilton, Ontario. He was a prominent football and hockey player, playing end with the Hamilton Tigers in 1945-6 and with the Tiger hockey team during

the same years. He was captain of the Tigers in 1946 and was picked for the All-Canadian Football Team during both years he was with the Tigers. He played senior hockey with the Montreal Royals 1941-2.

A. R. Williams to Distribute B.S.A. Centreless Grinders

The A. R. Williams Machinery Company announces that they have been appointed exclusive Canadian sales and service agents for B.S.A. Centreless Grinding Machines. These machines are manufactured by the famous B.S.A. Tools Limited of Birmingham, England.

Present plans are to stock two standard sizes of the machines which will provide a diameter range from 3/64" to 3" and a bar-length range up to 14 feet on two inch work. The Williams technical staff have had a complete familiarization session on the machines and are prepared to give full Williams installation and maintenance service.

The A. R. Williams Company are enthusiastic about the new B.S.A. Centreless Grinders. B.S.A. has won a world-wide reputation by turning out machines that industry can depend on for precision accuracy month after month. It is felt that these Centreless Grinding Machines will add to that reputation in Canada.

Automatic Insect Killer

De-Fly-Er of Canada announces that their completely new unit is now manufactured in Canada. De-Fly-Er is the modern, scientific way to kill flies,



moths, mosquitoes and other exposed insect pests such as spiders, ants, cockroaches, etc.

The unit consists of an attractive, metal wall frame, bowl containing special element and De-Fly-Er crystals, and electric cord. It costs less than six cents a day to operate, each unit

protects up to 15,000 cubic feet, and requires refilling only every 30 days.

Entirely automatic, it is odorless, noiseless, invisible and tasteless . . . absolutely no adverse effects on animals or humans.

Enquiries should be directed to:

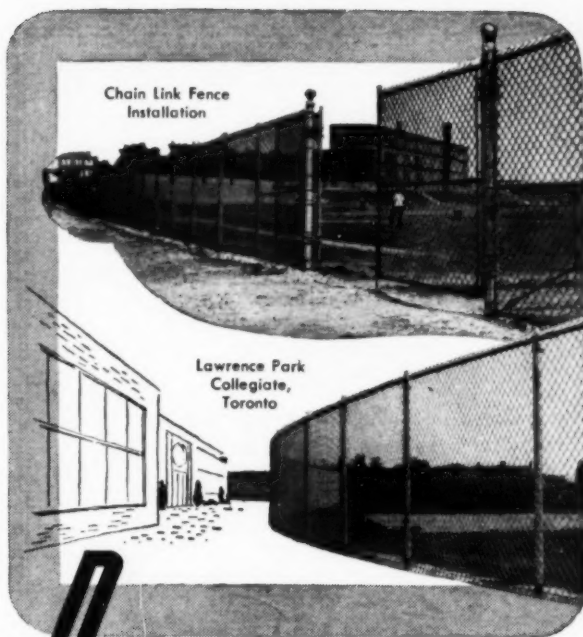
De-Fly-Er of Canada, 2013 Avenue Road, Toronto 12, or to 171 Osborne St., Winnipeg.

Huntington Offers Check-List for Maintenance Supplies

A handy check list for maintenance supplies has been prepared by Huntington Laboratories, Ltd., for the convenience of managing personnel in hotels, hospitals, schools, industrial plants, commercial and other public buildings.

Spaces are provided for entering quantities on hand as well as quantities needed to restore stocks to normal levels. By listing a wide variety of different maintenance supply items on each of its four pages, it also helps the checker to avoid overlooking supply items which may be temporarily depleted. Completed check lists can be turned over to the purchasing authority as a guide for ordering needed supplies.

The check sheets are available on request — no charge — from Hunting-



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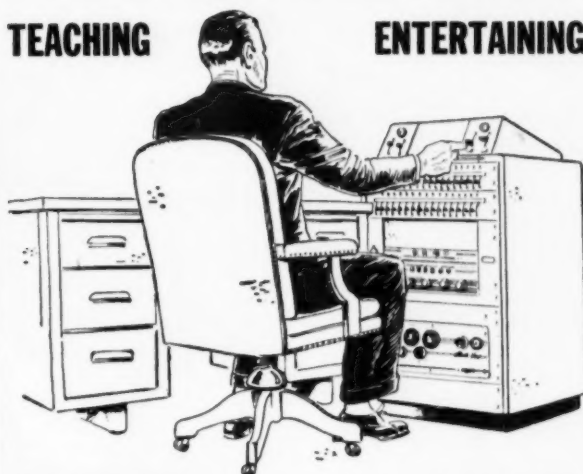
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JUNE-JULY, 1953

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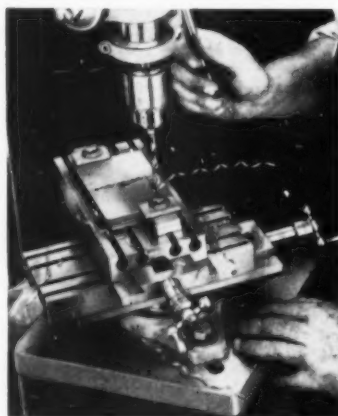
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ton Laboratories, Ltd., Toronto, Canada. Although Huntington Laboratory products are named opposite the various items, this does not affect the list's usability or convenience for any brand of maintenance supplies.

Universal Table for Power Tools

For combination angular and straight line cuts on sharpeners, milling machines and grinders, an ideal accessory is South Bend Lathe's new Universal Table. When used on a drill press, it accurately spaces drilled holes and by chucking an end mill, the drill press converts to a light milling machine. By attaching the Universal Table to the face plate of a lathe, spaced holes for jigs and die blocks can be bored with micrometer accuracy.

The upper and lower tables are identical, and the upper table may be removed when it is not needed. Both the upper and lower slides have a maximum travel of four inches and revolve on graduated swivels through 360 degrees. The slides may be used without graduated swivels to reduce height if desired. The two feed screws are equipped with micrometer collars reading in thousandths of an inch. Measuring 4" x 8 3/4", each precision ground work table has four slots for clamp bolts. Full length take-up gibs on the dovetails insure the long-life accuracy of this Universal Table.



Universal Table

Complete specifications may be had by writing directly to A. R. Williams Mch. Mfg. Co., 60 Front St. W., Toronto 1, Ont.

Arc Welding. Colour Filmstrip, Popular Science.

"Arc Welding" is an all-new full-colour filmstrip series of particular interest to industrial, vocational and apprenticeship training educators. Prepared by Audio-Visual Division of Popular Science Pub. Co. in co-operation with the Lincoln Electric Com-

pany, this exceptional series offers authentic, completely up-to-date coverage of a subject of first importance to industry.

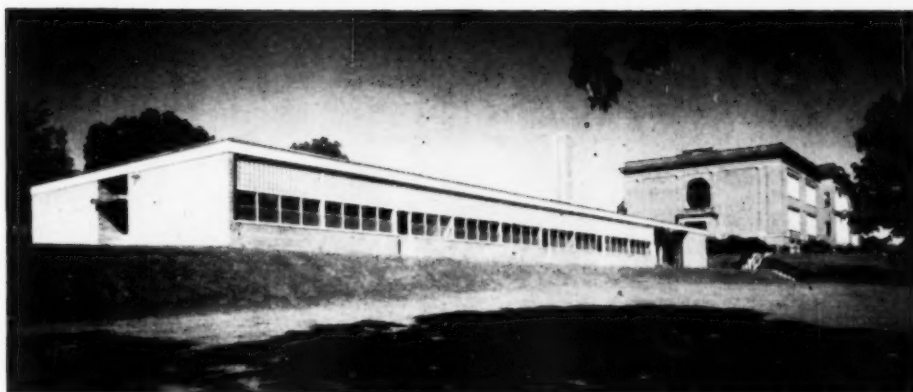
Among many virtues of series is fact that all full-colour scenes were shot "on-location" at the modern plant of Lincoln Electric Company and well-equipped shop rooms of several vocational-educational schools. The series is composed of three titles: "Electric Arc Welding and How It Helps Man," "Selecting and Using Arc Welding Equipment," and "Practicing Arc Welding."

The intent of "Arc Welding" is to provide essential teaching material for effective acquisition of modern arc welding methods. The three filmstrips trace development of arc welding, its place and importance in modern industry, step-by-step techniques of each operation, facts about adjustment, care and selection of tools and material.

A comprehensive frame-by-frame coverage of the three filmstrips is provided in a fully-illustrated Teaching Guide available at no extra cost. This guide offers grand suggestions on planning and carrying out lessons plus excellent suggestions for reviewing each session. Another "no-extra-charge" item in this unit is a hard-cover, file-type box container that will protect filmstrips through years of classroom use.

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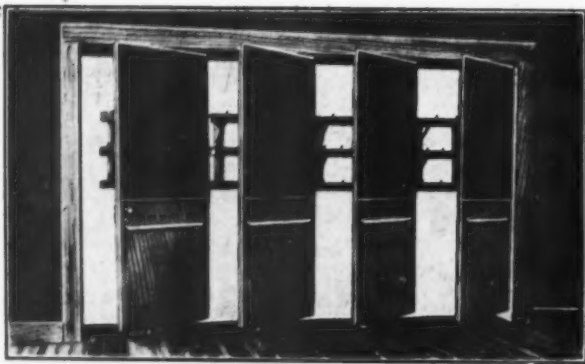
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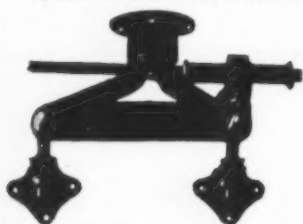
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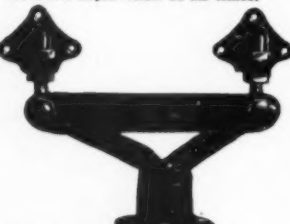
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The New Sonograph Tape-Riter With "Miracle Microphone"

"Miracle Mike" is an ingenious and foolproof development in the field of office dictating which is claimed to simplify the task of voice-recording and cut minutes from the shortest letters.

Combining in one small instrument, both microphone and "playback" speaker, Sonograph's "Miracle Mike", for the first time, contains every control necessary for complete dictation, recording, playback, erasure and correction. It, so to speak, adds a third hand for an executive who is busy with notes. With "Miracle Mike", one hand starts and stops the machine, makes it repeat and deftly wipes out unwanted phrases or sentences as they are heard through its own tiny speaker.

Sonograph's Magnetic Tape-Riter provides fidelity recording, devoid of needle-scratch or hiss. Unbreakable tapes may be used thousands of times, even for the life of the machine, or they may be filed for record purposes.

Tape-Riter and "Miracle Mike" are the result of research in dictating equipment. Together, they bring to executives and secretaries, time saving facilities heretofore not available.

Tape-Riter and "Miracle Mike" were fully developed in Canada by Sonograph Limited — a 100 per cent Canadian company.

How Temperature Affects the Child's Basic Education

School teachers troubled with inattentive pupils get some unique tips for improving the effectiveness of their teaching in a sprightly booklet just published by the Minneapolis-Honeywell Regulator Company.

Basic premise of the booklet prepared by the Automatic controls manufacturer is that overheating in schools makes students drowsy and difficult to instruct. The booklet outlines five suggestions for improving the thermal environment of classrooms to the mutual advantage of teacher and pupil. These suggestions, based on research by Dr. Darell Boyd Harmon, nationally-known psychophysicist and Honeywell school consultant, cover such points as the effect of solar energy, the danger of post-luncheon "black-outs", how to adjust classroom temperatures for high or low activity classes and why teachers generally require warmer room temperatures than their students and how to solve the problem.

Copies are available on request to the Minneapolis-Honeywell Regulator Co. Ltd., Leaside, Toronto.

General Catalogue on Scientific Apparatus

Such was the response to the first general catalogue issued by Canadian Research Institute, 46 St. George St., Toronto 5, Canada, that the issue went

through three reprintings in just a little over a year. This pamphlet has been completely rewritten, revised, and enlarged to six well-illustrated pages. The brochure describes the extremely wide line of scientific instruments, chemical laboratory apparatus, electronic testing equipment and industrial control devices produced by the manufacturing section of the Institute, and indicates the various specialized services available from the organization's laboratories.

Research and development men, chemists, electrical engineers, teachers, production and maintenance executives will all want copies, which are distributed without charge and may be obtained direct from the Canadian Research Institute.

Canadian Crittall New Name of Firm

Canadian Crittall Metal Window Ltd., as from May 1 is the new name of the former Canadian Metal Window & Steel Products Ltd. Plant and head office are at 139 Stephenson Ave., Toronto 13, phone OX. 9646 with branch at 4862 Wilson Ave., Montreal 29. President and general manager of Canadian Crittall, as of the predecessor company, is John W. Gooch, while the board chairman is Lord Braintree who is also chairman of England's Darlington Rolling Mills and a director of the Bank of England.

Last January, Crittall Manufacturing Co. Ltd., of Braintree, Eng., world's largest manufacturer of steel windows, bought Canadian Metal Window outright to obtain a fully operating large scale manufacturing and service organization in Canada. Canadian Crittall, with 35 years' experience, thus adds the wide and varied Crittall line of steel and aluminum windows to its own extensive and long established metal window products merchandised under the trade name Fenestra.

New Inexpensive Projection Screen

The production of a new inexpensive table and wall model projection screen has just been announced by Radiant Screens of Chicago. It is the "Thrifty", a new screen that can be set-up in seconds, according to the manufacturer, because the projection surface needs only to be unrolled and supported by a single stretcher bar. This stretcher bar keeps the "Perma-White" processed fabric completely taut to provide good projection results. The screen base is designed to rest securely on a desk or table, or the screen may be hung on a wall. When the projection surface is not in use, it fits snugly into a curved channel.

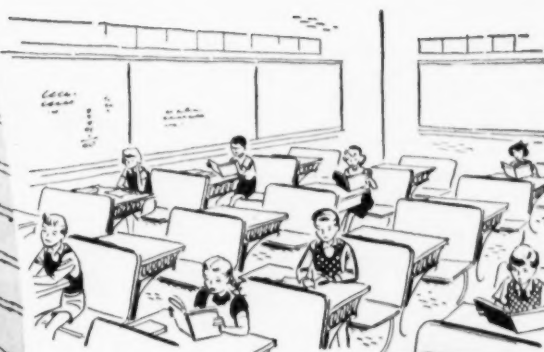
The simplicity, compactness, and light-weight make the "Thrifty" suitable as a second screen for the movie enthusiast who does his own editing, or for a quick set-up for slide or film-strip showing.

The "Thrifty" is available in sizes of 18" x 24", 22" x 30", 30" x 30".



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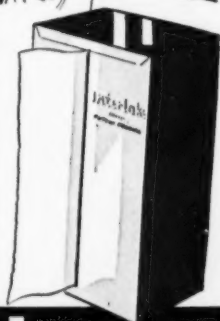
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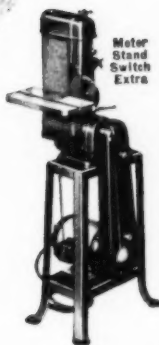


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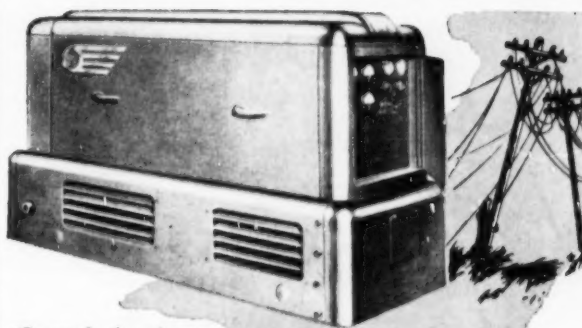
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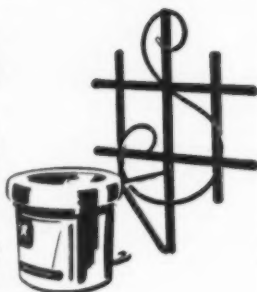
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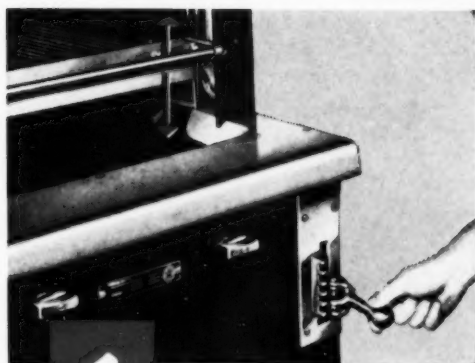
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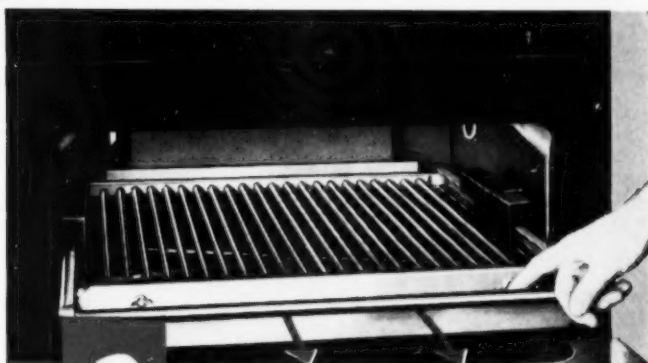
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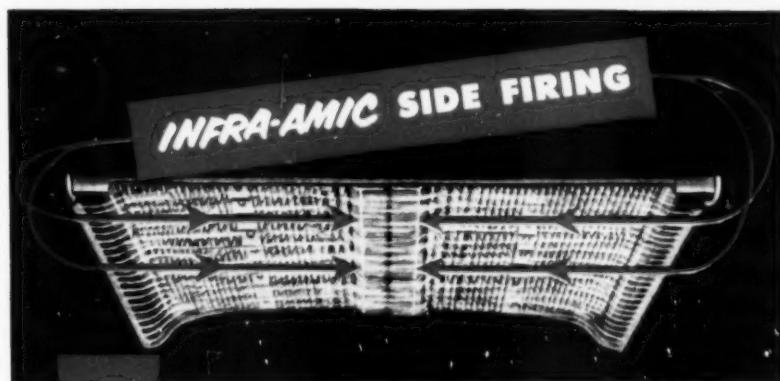
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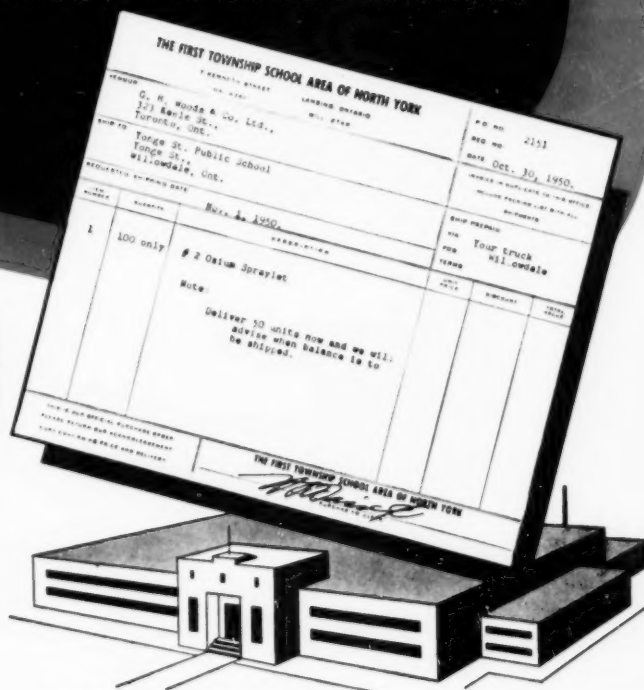
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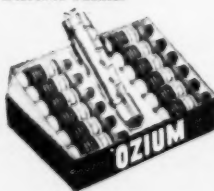
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